

Childhood Education

The Magazine for Teachers of Young Children

To Stimulate Thinking Rather Than Advocate Fixed Practice

Volume 19

Number 8

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Subscription price \$2.50. A.C.E. membership and subscription \$4.00. Foreign postage 50 cents. Single copies 30 cents. Send orders and subscriptions to 1201 Sixteenth Street, N.W., Washington, D. C. . . . Entered as second class matter at the post office at Washington, D. C., under the act of March 3, 1879. Copyright, 1943, Association for Childhood Education, Washington, D. C. Published with cooperation of National Association for Nursery Education.

Next Month

■ "Evaluating Growth and Development" is the theme for the May issue. Three articles are devoted to discussions of evaluating children's progress in school, evaluating group experience and evaluating research in child development.

"Laughing Together"—a way of social growth among the three-year-olds is described by Mary McBurney Green. "Life Among the Six-Year-Olds" in a New York City school is described through anecdote and illustration by Leanna Geddie, and "Helping Children Grow in Economic Competence" is discussed by Ruth Wood Gavian. Mrs. Gavian describes group activities having to do with the spending and earning of money; points out how such experiences contribute to number learnings, appreciation of the value of money, and the general economic competence of the individual.

Descriptions of local programs of child care and two short articles on children's activities will complete the issue.

EXTRA COPIES — Orders for reprints from this issue must be received by the Law Reporter Printing Company, Washington, D. C., by the tenth of the month of issue.

Published monthly September through May by

ASSOCIATION FOR CHILDHOOD EDUCATION, 1201—16th ST. N.W., WASHINGTON, D. C.

This is Worth Fighting For

I SEE our history before us, and I hear the shout from the shore
As Columbus sees land, land not discovered before.
I remember the wigwams of Indians and I hear their campfires roar.
I see the Pilgrims with guns tramp through the forest to worship,
And I listen to shots as they ring through the woods. It's our forefathers fighting for
freedom.
I see Betsy Ross and her helpers making Old Glory; Washington, as he kneels down
to pray for his men in cold Valley Forge.
I remember the shouts of the people when the Declaration of Independence was
signed.
I see the little log cabin where Abraham Lincoln was born; I see a nation as one
undivided, after a dread Civil War.
I remember the great western plains and covered wagons rolling along. I hear the
sound of the axe as Daniel Boone and his followers cut their way west to enter
Kentucky.
I watch as our fathers, then boys, marched home from the First World War.

I SEE a parade of inventions going back so far,
And I hear the rattle of the first old shabby car.
I listen to the put-put of a motor boat and
The whistle of a train.
And I even hear a motorcycle
As it roars down the lane.
I hear a giant bomber high in the sun,
And the rat-a-tat-tat of a great machine gun
Guarding our nation from harm.
There is the click of a telegraph and a telephone ringing clear.
And as I turn the dial of my radio,
Winston Churchill's voice sounds near.
In the movie of evenings there are technicolor and vitaphone, too,
And before many years, they tell us, television won't even be new.
When you and I are in college, perhaps we'll be riding in helicopters instead of a car.
You may say what you wish, but I'm sure
All of this is surely worth fighting for.

I SEE a great hospital before me with doctors working there.
I see scientists bending over tables, hunting the cures to diseases, and know that
they labor to save us
The pain and the suffering people once had to bear.
I see a shining white table with trays of sterile instruments upon it.
I see the nurses hurry to wait on the patients.
I hear the babies crying in the nursery, and see children as they leave perfectly well.

I SEE farmers plowing cotton, and corn growing tall,
Fields crimson with clover, acres of tobacco where men sweat and toil.
I hear the clang of the metal in a factory off yonder
Where workers are laboring for pay. Factories where metal, textiles,
Lumber and leather are eaten by machines day after day.
I see the teachers, the doctors, the preachers all busy; the carpenter with hammer and
tools; and I hear the buzz of lines as
The electrician works. I see a miner at evening grimy with the dust of his ore

Drag to his home and his family, glad to open and close his own door.
I hear the fire-truck and its siren as it zips down the street on its run.
I see all of America's workers in a land where they choose what to do.
And a voice within me whispers, "This is worth fighting for, too."

I SEE the schools of our nation where children are living and learning
That freedom is precious and dear;
That democracy has its duties that our citizens must perform if it lives. I see Abe Lincoln and Sarah going to school in the little log school-house.
I see the rough desks and benches, and thin pieces of wood used for paper.
I see the slates that our mothers and grandmothers used when they were younger.
I see the boys standing with their noses in rings because they've been fighting.
But now I see schools in all of our towns and our cities. I see playgrounds with all sorts of equipment, and boys and girls playing happily upon them.
I hear the songs and the band notes of children, and see the things that they make.
I hear their poems, their stories, their laughter, their discussion.
I hear the click of the typewriters and see the young scientists,
And I know that these children are growing into world citizens of tomorrow;
I pray that their generation will make peace and not war.

I SEE the homes of America—tenements, mansions, cabins, and bungalows.
I see red paint on pointed roofs, and curtains snowy white.
I remember pictures so gay on the wall.
I see lights in the windows shining so brightly
And trees bending over as if guarding from harm.
I hear a mother call dinner and the bang of the boys down the hall.
I see the pets by the fireside—Rover, Tabby—and by the window a doll.
I see the women cleaning in summer, and popcorn popping by fires;
I hear the neigh of a pony as he waits for his feed in a stall.

I SEE the beauty of America before me. There are canyons with colors upon their wide walls, majestic mountains towering above.
Creatures I see in the forest and plain—deer, buffalo, cattle, and bears—
Kinglike eagles are soaring, and lovely wild geese are flying above.
I see the seasons with all of their beauty—the white snow of the winter, the bright leaves of the fall.
The green freshness of spring makes me happy, the violets and jonquils so gay.
The warmth of the summer soon follows with the smell of freshly mown hay. I hear the song of the birds and the chatter of the squirrels
As they store nuts for the winter to come.
And at the end of the beautiful day the colorful sunset unfolds in its splendor that thrills us with beauty untold.
I see the moon overhead in the evening and the stars that sparkle afar,
And I know that America is beautiful, a land truly worth fighting for.

I SEE a church spire before me guiding people to God,
And I hear its people singing praise to the Father above.
I see the brilliance of stained glass windows and the archways of halls sacred, too.
I hear the peal of an organ, and chimes as they ring in the tower.
I see the bowed head of a preacher as he prays for the end of this war,
And into my heart comes a whisper, "This is worth fighting for."

¹ Sixth grade children in the Training School of Murray State Teachers College, Murray, Kentucky, have prepared "This Is Worth Fighting For." They liked the song by this title so well that they wrote this verse and shared it with their school mates in an assembly program. Permission to use the title has been granted the boys and girls by Harms, Inc., copyright owners of the song. Their teacher is Rubie Smith.

I. DEVELOPING INQUIRING MINDS



THE SEARCH FOR TRUTH KNOWS NO BARRIERS OF RACE OR CREED

WHEREIN LIES SECURITY?

Basic is the knowledge that goals are attained through continuous effort and patience. *Page 341.* By Edward Liss

AS CHILDREN VIEW RELIGIOUS EDUCATION

Perhaps many more of our parents would attend church regularly if religion had been made as interesting when they were our age. *Page 344.* By Kathleen G. Ammerman

SOME ASSUMPTIONS IN NEWSPAPER COMICS

It is important that we help children to recognize assumptions when they are made, and to think about them critically. *Page 349.* By Lawrence Kessel

SOCIAL ASPECTS OF ARITHMETIC

One of the component parts of the child's equipment is the recognition of the numerical features of everything with which he comes into contact. *Page 354.* By Amy J. de May

A PROBLEM IN WARTIME PREJUDICE

The only satisfactory solution was combating the organized prejudice with organized factual information, presented to the boys point by point. *Page 358.* By Ann Chambers

FOUR-YEAR-OLDS LEARN ABOUT MOLDS

Sand, clay, and jello, too. *Page 360.* By Katherine H. Read

*"Security renews its sources
by spending itself humanely."*

EDWARD LISS

By EDWARD LISS

Wherein Lies Security?

Security is basic and does not change much with time, but within different times and cultures certain elements of security receive emphasis in preference to others. Has material and physical security received undue emphasis in the twentieth century and are we now at a time of changing emphasis? Dr. Liss, psychiatrist, New York City, points out the foundation upon which real security has always been laid and states what the educator can do today to maintain it.

THERE LIES BEFORE ME a definition of security which goes back as far as 1432-50. Higden (Rolls) reads as follows: "The condition of being protected from or not exposed to danger; safety." There are other definitions of security in the literature between that time and 1780 when Samuel Johnson's *Letter to Thrale* defines security as "Freedom from care, anxiety or apprehension; a feeling of safety or freedom from, or absence of, danger." Any modern interpretation is only an elaboration of these definitions and in no way anything more than a slight modification. This is worthy of note since to all intents and purposes they are definitions which any contemporary psychiatrist would consider sound today.

Security basically, then, has not been essentially different with the passing of time. It remains as a term but little changed, although the means available and the instruments used to bring about this ideal state of comparative freedom-from-care may be more elaborate since man, through discovery and invention, has developed other techniques. Since it is

basic and does not change much with time it may be said to be elaborated, decorated, if you will, by the sciences and the arts. Its core remains unchanged and simple.

Each cycle of man's development, as demonstrated by the rise and fall of civilizations or cultures, places the emphasis upon certain elements in preference to others. But only in particularity and emphasis do cultures and times differ. To be sure, the law of recapitulation is subject to all sorts of questioning and there are many who doubt its validity. Yet there is something rhythmic in the way that history does repeat itself and how little man's knowledge enters into his ability to handle human nature either as an individual or in the group. The fetus is said to relive within the short period of gestation man's biological story, and one might say that the fetus in-utero narrates in part the history of man's physical evolution. A similar concept applies to man's cultural development which begins before as well as with birth and continues through life's span.

We think that the infant's existence is a simple one because it centers around sheer physical needs which must be met in order that it may survive. However, this focus upon the physical is always in relationship to the environment, whether that environment be in-utero or that which we refer to as reality. In its essence it centers around a special individual and subsequently around other individuals in an ever-increasing number. Although the core of existence is man's biological need, it is incorporated right from the beginning with the social aspect of life. At all times, no matter how urgent the drive for sur-

vival may be, some human being beside self is an essential factor in that survival. Although we often ignore this fact in the way we conduct ourselves, it cannot be ignored in the search for security. Even if the physical appetites are surfeited, man cannot be said to survive, certainly not in security, without the friendly exchange with other human beings.

Upon What Foundation Is Security Built?

The reader will say that he or she knows this, and the writer will say that he is aware that this is known, but what is there in the knowing if our daily practices are such that we apparently ignore it? Education means "to know" and yet we find that our knowledge does not prevent us from creating situations which are utterly contrary to what we think is sound practice. We know that the simplification of security in terms of the satisfaction of bodily needs and the routinization of body activities is not the answer; for there still remains the environment with its human atmosphere as an urgent need in the search for security. But an environment is a complex blend; it is an ever-increasing and ever-expanding world, peopled with human beings of all ages whose interests are most complex and varied.

Early needs condition life formidably. This is generally acknowledged, for one cannot pick up any treatise upon growth, of which formal education is only one part, without being informed that the individual is moulded for good or evil in these early years. Strange, indeed, is the implementation of such knowledge. The emphasis upon these early years has been only recently rediscovered although it is as old as time. Just as cultures evolve from simple physical pursuits in quest of subsistence and sustenance, to complex organisms with agriculture, manufacture and the

arts as subsequent addenda, just so does the child expand from physical activities to the manual arts with increasing deftness and complexity.

Academic learning is a comparatively late point in evolution—in actuality it is the youngest of cultural acquisitions. This has been sensed time and again by our great educators, and body-mind relationships have been encouraged and cultivated early and progressively throughout life. The closer the fusion has been, the more effective the end result. In actuality, maturation is the phenomenon of body-mind fusion. It is a constant phenomenon which is present in all phases of growth.

The significant emphasis in modern education has been the exposure of young children not alone to physical activity, but to the utilization of physical activity in some form of procedure which we in lieu of better terms have differentiated and called "play." Another sublimation of physical activity is said to have taken place when it has been applied to some form of creativity which we call the arts and crafts.

The nursery school and kindergarten are visible evidence that academic learning begins comparatively late in life. We say late advisedly, since the first years of the individual's growth are long years. (Physiological time accelerates as we grow older, something which we appreciate when we look back upon our own childhood). Up to this point physical needs and physical activities, human relationships and the genesis of an interest in the arts have been laid down as the foundation of that superstructure which we refer to as formal learning. The emphasis is significant because under pressure oftentimes the last in time to come is the first to go, when security is seriously threatened. At times of crisis the individual's responses are essentially automatic. Automaticity in reaction is one of

the patterns evolved in the individual's growth, and the more firmly organized with time these patterns are, the more likely that they will determine conduct. This is vital in significance because for any program planned for emergency-utilization we must consider probabilities and plan accordingly.

What Should the Educator Plan?

It is our premise, then, that the older practices are most likely to be the ones resorted to, under pressure, and if these practices be sound, our concern will be less. If they be unsound, then we must anticipate and plan accordingly. This standpoint has been amply proven by the current experience in England where war neuroses as such have occurred essentially in individuals with past histories of abnormal social patterns. What then can the educator plan and what can he anticipate? Reasoning from our set of premises, we should plan to organize a curriculum—certainly for the younger years and for the majority of children—a curriculum centered around body activities, manual practices and social groupings. The activity-program of doing and participating is infinitely more important than ever. However, group participation takes on more significance than usual. Individualism, as such, is modified by group participation, for what one gives up in egotism is more than compensated for by the comfort one gets from group solidarity and a common purpose and goal.

The arts and crafts (there should be no distinction, for any distinction is essentially egotistical) have more significance than ever. Again it will be said that this has been appreciated. However, if one were to judge by common practices one would say that appreciation has been through lip service, since under budget pressure the arts and crafts program has been the first

to be sacrificed, and the giving of credits for work done in the arts still has a long way to go. Such a curriculum is truly a democratic one, for it respects all human activity, not the intellectual one alone. And it is sound mental hygiene, too. It is true that we know more than we utilize, and if we be frank spoken we must admit that education has its own caste to break down. It too has its "untouchables." But this is not peculiar to education. It is a universal human weakness.

It is all too true that in order to help man we must know him, know him in the Biblical sense as an entity with diverse interests. No matter how humble these interests are, they have significance, provided they have value for society as well as for himself. Any practice is constructive when it builds dignity and social conscience. It fails when it does not, no matter what that skill may be.

The quantum of security in each individual is a variable one. It is a sedimentation of inherent physical robustness and emotional maturity through experiences met and mastered. Many of these experiences have come through travail, through pain, through the surmounting of obstacles which have caused many stumbles and falls, many a bruise to body and soul. Basic is the knowledge that goals are attained through continuous effort and painstaking patience. Can there be too much security? Let us not confuse material security, security which seeks sustenance through things, with security which is all of a piece. Man, well armed with science and the arts and inspired by truth and a sense of service to others, cannot be egotistical. True knowledge begets wisdom, not egotism, and wisdom shares and shares joyously and generously. Paradoxically, security renews its sources by expending itself humanely.

By KATHLEEN G. AMMERMAN

As Children View Religious Education

Religious education in the public schools has received much favorable and unfavorable criticism from parents and school people alike. What the children think of it is an important consideration outside the conflicting pros and cons of their adults. Mrs. Ammerman, principal of the Central School, Glencoe, Illinois, describes briefly their plan of religious education and lets the children speak for themselves concerning it.

"I AM REALLY GRATEFUL to the originator of these talks about religion since I have really benefited by them. Last year I did not appreciate them very well, as probably the seventh grade this year doesn't, but I think, by all means, they should have them next year. Every one of the speakers covered his topic so that everyone got his point, but I guess we were a little shy about asking questions. May I say again, 'thank you' for this extra benefit."

I laid the paper down and a picture of Sally Lee floated before my eyes. From the top of her beribboned blonde head to the tips of her saddle shoes, she was the epitome of our young, gay and carefree youth. To the casual observer she seemed to have no more weighty thoughts in her charming head than her partners at Fortnightly or her new yellow sweater.

And yet—I picked up her letter and read it again. I knew her well enough to believe that it was honest and came from her heart. No urging or persuasion could have forced such a statement from

her if she had not meant it. Reading it over, my mind went back to an accidental meeting on a suburban train one Saturday with the interesting, inspiring Rabbi of our neighboring synagogue. Before the train reached the city an idea had been born and for two years that idea has grown and expanded.

So, Sally Lee, your note of appreciation has gone to the Rabbi. Other tangible results of that accidental meeting lie before me—the written expressions of more than three hundred children—telling what they thought and felt about their association with four of the ministers of our village; telling, too, what they believed they had gained from these informal discussions about religion, what they liked or disliked and how they thought the plan could be improved.

The plan was a simple one. For four weeks, four local ministers gave one morning a week to the children of the village. They came to the school, meeting with as many small groups as time would permit. These meetings were held in the libraries and small assembly room which were arranged as attractively as possible. Often there was music, particularly with the younger children. The children ranged in age from about nine to fourteen years, or from fourth through eighth grades.

The subjects were carefully planned by the ministers, who had consulted with the superintendent of schools and a group of interested staff members. Before any of the meetings were held a letter was sent

to the parents of all the children, explaining the broad outlines of the plan. The fact was stressed that only fundamental religious and character-building subjects, in no way related to sects or creeds, would be discussed. Parents were asked to sign a statement of permission for their children to attend. Very few refused permission and most of those allowed their children to attend after they learned more about the plan.

For a long time now we have conscientiously tried to take our pupils along with us in all of our planning. More often than not they lead the way. So, at the close of the series, it was natural for us to ask them what they really thought about this form of religious education and equally natural for them to give us frank, straightforward replies. When we first began this kind of pupil evaluation, we feared that the children might be hesitant about giving their honest opinions. So we have always told them that we are mainly interested in getting worthwhile criticisms and suggestions. They have understood that they were free to sign them or not. It is significant, we think, that now their most stringent criticisms are unhesitatingly signed. So, even when we find out of all these statements only two or three offering adverse criticism, we can be very sure that we are getting the children's sincere evaluation.

There were constructive suggestions in abundance for improvement but let the children speak for themselves. In order to condense their opinions so that they may be more easily read, we have first given a composite statement of many of their replies. The children's own words have been used in every instance. We have merely grouped together in one paragraph examples of their repeated statements on each phase of the subject. Following that we have given several letters in their entirety. No editing has been done on the chil-

dren's statements, since the object of this article is to show what they thought and felt. The most critical letters have been printed in full:

Composite Statement

"During the past few months several ministers from different churches have visited our schools. They have discussed with us the many different ways in which religion enters our lives. I think that we all profited a great deal from these assemblies. It seemed to me that after each assembly we all walked out knowing more about religion and the Bible. I learned that there were eighty books in the Bible instead of sixty-six. I did not know that there was a middle part. The discussions also made me realize that religion is everywhere, not just inside the church. Dr. Cornell said that the right spirit was better than any skill in the world. Our teacher calls it facing facts and growing up.

"I was interested in the different ways that the different speakers said what they had to say. Each minister that came told his talk in a very interesting way but each one told his point in a different way. Many times they were trying to get the same point across but they all sounded so new and fresh and different.

"I think that it is something out of the ordinary to have an opportunity to discuss with men from several churches these different religious subjects. When I heard these men talk it set me to thinking on new angles. In fact, it brought up some things that I had never thought of before. Now I have a perfectly different attitude toward religion. The ministers made things clear to me and helped me to understand some difficult ideas. They helped me to venture into the realm of religion. They brought together not just one group, or religion, but all religions. These talks helped me at work, in play and at home.

"Maybe religious education meant a lot to me because I do not go to church or Sunday School. I think that I got more from our series than from the same number of sessions in Sunday School. I liked the lecture on prejudiced people. There are a lot of people like that in our school, always picking on smaller or weaker fellows, or else picking on some persons of a different race. It's too bad when we have such a nice school and nice teachers that we have to have people like that.

"Religion at school and on the playground

was about the most interesting subject. I felt that Dr. Cornell had a way of expressing things that kind of crept into one.

"I never had thought about what religion had to do with war. With the world as it is I think it does a person good to listen to the stories of the old and to learn new things about religion. If the people of other countries, as well as our own, would think a little more about religion, maybe the world would be a little better.

"I thought all the ministers had wonderful personalities and expressed themselves in a sort of humorous way. I liked their jokes and stories. Many of their points were expressed in story form which I am sure was enjoyed heartily. There was lots of humor in the stories they told, but the stories had a purpose. They talked in language that we could understand. They did not use big words.

"There are some ways in which I think the religious talks could be improved. I would have gotten more out of the talks if I had asked more questions. I think a lot of people feel the same way that I do about standing up in front of a group to talk, or even to ask a question. I always, to put it bluntly, get scared. I think that if the speakers would keep asking questions as they go along, it would help us to ask questions and it would keep our attention longer. If you have a question at the very beginning and then you hear several more things that you want to ask about, you forget some of them. Or it might be a case where you wanted to ask a question and missed most of the rest of the talk because you were trying to remember it. I think the talks could be improved a little, too, by notifying people beforehand what the minister is going to talk about so we could have our questions ready. One more suggestion would be to have a question box in the hall where people could put questions for the ministers to answer. I wish that we could have smaller groups, shorter talks, and more of them. I think they should start sooner in the year. The day that we had the chairs in a circle in the Assembly Room we liked it much better.

"It would be nice if we could have one last meeting with all the ministers here to give their opinions on one last subject. Some of the ministers seem to understand children better than others and it makes it easier for both them and us.

"Looking back, to tell the truth, I did not think at first that I would like these talks at all,

but now that they are over I am glad that I had to go. Not only did I get out of math but they did me a lot of good. They taught me to be kind to other people, whatever their race, color or creed. They showed me that it is foolish not to like people just because they do not go to our church. They pointed out to me that we use religion in everyday life, at school and at home. I thought that these talks brought our whole class closer together.

"I found that people do not have to fast and pray, or go to church every hour of the day to be religious. We can serve God by being considerate, holding high ideals, and trying to lead clean, honest lives.

"I hope that the ministers will be able to return next year to continue these discussions with us. I wish they could continue into our high school days. I hope the children in the lower grades will get it, too."

Individual Letters

"When I first heard of the religious talks, I anticipated boredom. But now at the end of those eight educational talks, I can truly say that I wasn't bored, and I really learned something about religion today.

"One of the reasons I enjoyed the talks was the speakers themselves. It wasn't easy for Dr. Pierce, Father Talbot, Dr. Cornell and Rabbi Shulman to speak on religion to young people, let alone give the same speech twice. The ministers' speeches weren't long and drawn out, but prepared in such a way that we could easily understand their subject. The inclusion of jokes added much to the already interesting talks, as did the questions which were asked, but often timidly answered.

"Religion is a great need in our modern age. Now that we are at war, we need religion more than ever to keep up our morale. Religion also ties in with our school life and education.

"When we get older we'll be even more appreciative of this chance to learn more about religion today, and we'll be sure to remember those helpful ministers who so willingly gave up their time so that we could learn more about it."

"For the past two months the children of Central School have been hearing different ministers speak on many different phases of religion. Have these talks done us any good? Yes, I believe so. In a war-torn world people are

turning more and more to the church and what it stands for. Some children, though, would probably never go to Sunday School or church unless made to by their parents. These talks, though, helped us to realize the important part religion and the church play in our everyday lives. Many puzzling questions that we didn't know the answers to were answered in these talks.

"We also met the ministers of different churches and faiths other than our own. We heard their viewpoints toward many different subjects. Their opinions varied and differed but that only helped us to understand more fully the subject under question.

"In Father Talbot's last talk he talked mainly about the Bible. I learned (and I imagine others did, too) many things about the Bible I had never known before. To me this talk was one of the most interesting.

"I can't think of any suggestions, except that the group should cooperate a little better by asking and answering questions. We were a little poor at this. I think that everyone got at least something out of these talks and I suggest that they be continued next year."

"I think the religious talks were much more successful this year than last. I'm sure we all left each lecture knowing many things we hadn't known before and with a kinder feeling toward everyone. Often lectures of that kind are inclined to be a little boring after a certain length of time, but the touches of humor and occasional funny stories that the ministers told kept their talks alive and interesting.

"I think all the ministers did very well in keeping their talks general so that they would apply to everyone, not just their particular followers. That, of course, was difficult to do because everyone believes so differently.

"Perhaps many more of our parents would attend church regularly if religion had been made as interesting when they were our age as it is today. I know my father doesn't go to church regularly because he said that when he went to Sunday School he had everything drilled into him so much it was almost a punishment.

"The talks are big morale-builders, too, because they give us faith that God is good and will help us if we do our part. Without religion all the conquered peoples of Europe would be just like puppets. As it is the ones with faith often start rebellions. They are doing their part so that God will help them. As we grow older

the faith brought us by the talks will grow with us.

"I think the most important thing I learned was in the last talk of the series. It was given by Father Talbot. He made me realize that religion and science don't conflict, as I thought they did. They simply deal with different phases. He explained that religion tells 'why' things happen and science tells 'how.'

"Dr. Pierce and Rabbi Shulman both stressed the point that you should think of everyone as an individual, not as a member of a certain race. After all, every Jap isn't bad, every German isn't bad, every Italian isn't bad. And it would be hard to find someone without any German, Italian or Japanese ancestors. We have a good example right here in Glencoe. The Kitazakis. They are true Americans.

"Every talk gave me a new lease on life. I hope they will continue them next year for the Central School children, even though I won't be here."

"When I first heard, in the seventh grade, that religious talks were going to be presented, I thought that they would be a very boring ordeal. I saw that I was wrong, however, as soon as I had heard the first lecture of the series and had seen how interesting they really were. Each of the speakers held my attention and taught me something different about religion.

"This year I enjoyed the religious discussions even more than I did in 1941, for I feel that they were better organized. Another improvement over last year's series was the fact that the lectures were given in the library instead of the large auditorium. I was also pleased that there were eight discussions instead of four as there were last year. This gave the ministers an opportunity to go deeper into the study of the Bible, thus having us get more out of each lecture.

"There is but one criticism that I can make of the talks and I am criticizing the students rather than the speakers. I think that we should have participated more in the discussions and helped the ministers by asking more questions. In doing this they would have had more of an idea about what we wished to learn about."

"I'm probably the only one who will say this, but I didn't especially like the religious assemblies. I think I shall always stick to my policy—that is: I believe in the things I see, feel, smell, taste, hear. I can't say that I alto-

gether did not enjoy them because I liked Dr. Pierce's talks very much.

"Next year I would not have too many talks on the religious angle but more on common things that most of us know about. This is just one person's opinion and others probably don't feel that way about it."

"The talks may have helped some people to understand religion better but I think that they did not do me any good. I would rather talk in a small group about some question that comes up within the group. When a man stands up and talks so long and then asks for questions you don't remember anything he says and you don't particularly care to. If these talks are to be continued in future years I would suggest small groups (30 or 40 people) and discussing a topic that the class wanted to discuss."

"The religious talks in my opinion were an outstanding success. They of course did have their disadvantages, one of which was the time of day. But of course as we could not entirely satisfy everybody, I suppose that was the only time that was convenient. Another thing, they were too long and I believe too formal. Last of all—about the questions that the ministers asked us—I don't believe you can completely win any child's friendship to the point of asking him to speak out in so large a group in one or two meetings.

"The advantages were in having them speak

what so closely affected us. Moreover they were rightly spaced apart so they did not become too boring. I really think I learned a lot from those talks and I will try to apply it."

"You've asked us to express our opinions on the religious talks we've had during this last semester. In my estimation the discussions that have taken place have not only been helpful spiritually but educationally, also. I think that they have helped build a better relationship between many of the students in the school, on the playground, and also socially. In some cases I think that they have established higher morale and a better respect for others. I firmly believe that discussions similar to the ones I have experienced are an asset to any child under any circumstances."

Readers of this account may be interested to know that we are now planning a new series of sixteen sessions, with each minister appearing four times. At least one of these sessions will present all four ministers in a modified panel discussion. The names of the ministers and the denominations they represent are: Dr. Douglas H. Cornell, Union Church; Dr. Robert B. Pierce, Methodist Church; Father Richard C. Talbot, Jr., Episcopal Church, and Rabbi Charles E. Shulman, Congregation Israel.

On Religion

By Kahlil Gibran

And an old priest said, Speak to us of Religion.
And he said:
Have I spoken this day of aught else?
Is not religion all deeds and all reflection,
And that which is neither deed nor reflection, but a wonder and a surprise ever
springing in the soul, even while the hands hew the stone or tend the loom?
Who can separate his faith from his actions, or his belief from his occupations?

By LAWRENCE KESSEL

Some Assumptions in Newspaper Comics

"Mirrors of our times" might well describe the comics. From this basic assumption Mr. Kessel, teacher in the Chicago Public Schools, has made his study of the assumptions revealed in newspaper comics and categorized them under the headings of: race and nationality, morality and ethics, government and politics, education, and socio-economics. "Assumptions may not in themselves be bad; everyone makes assumptions, but it is important that we help children to recognize assumptions when they are made and to think about them critically."

A NUMBER OF CONCLUSIONS almost force themselves upon the investigator of newspaper comics. It seems clear that the ideas, values, and attitudes expressed in the comics mirror our time and reflect opinions held by large numbers of people. They are, perhaps, a kind of social history and a definite part of our culture. In keeping with this theory is George H. Hill's quotation from "Aunt Het," a cartoon character. Aunt Het criticized one of her neighbors, a teacher, thus:

Bill is a highbrow, with a lot of college degrees, and I reckon he's smart in some ways; but his being too snooty to read the comic strips is just plain silly. How can he teach history like it was important if he feels above the history we're making? Folks that dig up our civilization are going to learn more about us from our comic strips than by looking at ruins.¹

¹ "Taking the Comics Seriously." By George H. Hill. *Childhood Education*, November 1936, 17:413-14.

The purpose of this study was to determine specifically what were the assumptions in newspaper comics.² "Assumption" was defined as those attitudes, values, and beliefs which are represented as being commonly accepted but which, if critically considered, might be questioned. No attempt has been made to say whether the assumptions are bad or good, sound or specious; frequently they are a little of both. The important thing is that they are assumptions accepted uncritically by children.

The assumptions were found in (1) soliloquies by characters, (2) conversations between or among characters, (3) general intimations that were not verbally expressed but were implicit in attitudes underlying action or were expressed in the drawing.

The daily comics of four Chicago newspapers were examined from June 24, 1941, to October 30, 1941; a period of seventeen weeks. This was the summer preceding the entrance of the United States into the war and the comics were very occupied with a feeling of impending crisis. The investigation was concluded at this time because relatively few new assumptions were appearing but those previously noted were beginning to reappear. The newspapers in which the comics appeared were the *Chicago Daily Tribune*, *The Chicago Daily News*, the *Chicago Herald-American*, and the (Chicago) *Daily Times*. After two months study of the comics it was noticed-

² The writer is indebted to Hazel Sample, whose *Pitfalls for Readers of Fiction* (pamphlet publication of the National Council of Teachers of English, Chicago, 1942) suggested the general form of this study.

that the basic assumptions could be grouped into convenient categories, five of which are discussed here: race and nationality, morality and ethics, government and politics, education, and socio-economics. Assumptions grouped under the headings of love and marriage, masculinity and femininity, and manners were also found but space does not permit their presentation here.³

Race and Nationality

Very definite attitudes are expressed in the newspaper comics concerning race or nationality. Although Americans were regarded as the greatest people in the world, the English were also looked upon with respect. The white race was regarded as superior, although American Indians were also given certain admirable qualities. The following assumptions are those concerning race and nationality:

That strange and foreign customs of other peoples are necessarily inferior to our own. That American ways are better than foreign ways. The chief evidence of narrow patriotism, and hatred and distrust for foreign people was found in the general attitudes of "Don Winslow," "The Phantom," "Buck Rogers," "Tim Tyler's Luck," and "Scorchy Smith."

That Orientals are an especially sinister and sadistic race. In "Chief Wahoo" an Oriental "moon-faced fiend," who was also referred to as a "slant-eyed ape," tortured the hero. In "Terry and the Pirates" an Oriental hung Burma from the ceiling by her arms. He refused her anything to drink and offered her only crackers to eat.

That the English are the most honorable of European peoples. The only foreigners looked upon with any admiration were the English. Cleo, the beautiful and very intelligent niece of Mr. and Mrs. Nebb, came to the United States as a refugee from England. Her beauty, charm, and refinement were frequently mentioned.

In "Abbie an' Slats" Mr. Groggins invented a very powerful explosive which was offered to

³ Complete documentation of these assumptions appears in the writer's original thesis on file at Chicago Teachers College, Chicago, Ill.

the British government, but the humanitarian attitude of the British was seen in the statement by a delegate from the British high command who said,

"Gentlemen!!! We have examined your formula!! It is certainly the most devastating explosive known to man! If our country used it in the war, it might become known, in turn, to the enemy and used by him. Therefore, in the interests of humanity—the formula must be destroyed!!! We will pay you \$100,000 for it!"

That America is the greatest country in the world. Spunkie, the little refugee boy, wrote in his letter, "Over here, 'old glory'—the red, white and blue"—the stars and stripes—they all names of the American flag—but believe me, no matter which one you say, you talking about the greatest flag of the greatest country in the world—America!"

That Americans have recognizable characteristics from both the physical and personality standpoints that set them apart from other nationalities. *That Indians are people superior in dependability and courage.* Indians were held in great admiration in the newspaper comics. An especially clear example occurred when the Oriental character in "Chief Wahoo" tried using physical force to obtain information from the little Indian chief but found his efforts in vain. He said, "So stupid of me! Had forgotten red man's ability to endure pain! But white man has less will-power!" Again, Tonto, in "The Lone Ranger," was a brave and dependable character and the Indian princess, Minnie-ha-cha, was a beautiful and brave girl.

That Negroes are inferior. All Negroes were stock stereotypes of ignorant, superstitious colored people. Much more was implied in the way they were drawn than by what was said. Never did they appear as social equals to white men, and never did they appear in any of the skilled trades, professions, or more respected positions. They appeared only as porters, garbage collectors, washwomen, and clean-up men.

Morality and Ethics

Rather simple and naive attitudes toward good and evil appeared in the newspaper comics. They are, however, attitudes which are fairly common in the minds of people in general. Here are some of them:

That it is right and natural for those who have been wronged to seek revenge. Many of the plots which appeared in the newspaper comics center about the quest of some wronged person for revenge. It was apparently believed that there should be some kind of balancing, or evening, of pain for pain. It was never satisfactory to let a wrongdoer go unpunished.

That criminals can be recognized by characteristic physical stigmata. That character can be judged by physical appearance. Persons who were corrupt, who represented the underworld, or who were in any other way undesirable were usually ugly and deformed. Women spies were the only exception to this rule.

That we should obey laws because if we don't we shall be punished. The comics assume that rigorous measures must be taken to keep society under control. The newspaper comics seemed to indicate that this control must be from some dominant power, and that it is entirely the law at present that keeps men from misbehavior. The apparent assumption was that people conform to laws and certain social patterns because they fear the consequences of violating them.

That all people are either good or bad. All of the characters were either admirable or evil. Those that were evil had no redeeming virtues and those that were good never erred.

Government and Politics

That such terms as "democracy," "liberty," "American way," "Americanism," and "un-American" have definite meanings that are self-evident. These terms were used very frequently and very loosely. Apparently it was assumed that they had a specific meaning for all people. In many cases their use seemed forced, the main purpose being to get them into the lines regardless of the context. The terms "refugee," "tourists," and "alien" were abused in many of the comics by their close relationship in use with "saboteur," "fifth columnist," and "spy."

That America is a land of equal opportunity for all people. An example of this illusion appeared in "Ramblin' Bill" when the hero started off to look for work and said, "Now to find a job. This is a land of equal opportunity and that's all I need."

That American government is today unqualifiedly and completely democratic. Qualifications or limitations on the term democracy were

never seen. Democracy in the United States was frequently mentioned, but it was regarded as a completely existing state rather than an ideal or limited condition.

That in our society today the law provides the best method of settling disputes. In "Mary Worth's Family" Tom Kane pleaded with the Boomville workingmen who had been unjustly treated by Mayor Gribble, "But this is a democracy we live in and there are legal ways of handling men like Gribble! Now keep your shirts on and I'll tell you how we can cook his goose without fire!" In general, the newspaper comics held a simple faith in the power of the law as the maintainer of harmony and good in the world.

That the second world war was called by the ambitions of a few power-mad dictators. In "Joe Palooka" there appeared this example, "To think that a few power-mad dictators can upset the normal lives of all decent people." Again in "Buck Rogers" a rather allegorical expression of this idea appeared. It was, of course, set in terms of the twenty-fifth century, A.D. "Mad-wolf Hetlah, dictator of Mars! It seems impossible that one lunatic could cause so much misery!"

Education

In general it can be said that the newspaper comics take a so-called "practical" point of view on matters of education and the arts. Some of the assumptions were:

That education is worthwhile because those who have it reap greater financial returns. That education helps one "get ahead." That higher education outside of professional training is interesting but useless. It is interesting to note that Skeezix did not go to college but learned from the school of experience. Nina went to business college for about six months after graduating from high school and from there to a job in a doctor's office.

In "Abbie an' Slats" Sir Bertram Bedlam of Alexandria, Egypt, sent his old friend, Mr. Groggins of Crabtree Corners, an Egyptian mummy as a token of their long friendship. When Groggins received it he did not know what to do with it but was advised to "Put it in a cool place and forget about it. It's useless but educational."

That culture is a personal quality which can be acquired through certain activities. A rather superficial definition of culture is implied in the comics. It was assumed to be a kind of veneer which can be acquired for oneself by attending lectures or going to college. It was regarded as having a certain feminine quality and as being an endeavor followed primarily by women. In "The Nebbs" Mr. Nebb was proud of his niece, Cleo, who had just arrived from England where she had graduated from Lady Margaret's Hall. Speaking of her Mr. Nebb said, "She's a nice girl—the manner with which she meets folks is so graceful and assured . . . She has education, culture, and poise."

That serious literature and the great books are dull reading material. In "Terry and the Pirates" Burma was horrified when she found that the only reading material available consisted of such things as Gibbon's *Decline and Fall of the Roman Empire*, a *Complete Shakespeare*, and poems by Keats.

That works of art are an expensive, impractical extravagance. In "Chief Wahoo" a good example of this common belief was found. It occurred in a strip in which the little Indian chief, Wahoo, and Steve Roper were forced to take shelter in an art gallery to escape a sudden cloudburst. As they look over the pictures Steve remarked, "Well! Some nice work in here, Wahoo. 'Cows Grazing, price \$200'!" To this remark the always sagacious little Indian replied, "Paleface fulla prunes! For that much wampum, can buy cows that give milk!" And upon seeing a statue of a Greek god he remarked, "Ugh! Could make lotta arrow-heads outta all that stone!"

That scientists are sinister. Scientists and science were regarded as something mysterious, esoteric, and all-powerful. People engaged in science are usually evil and abnormal persons, often physically imperfect. References were made frequently to "criminal scientist," "scientists of sudden death," and "sinister scientist."

Socio-Economics

The social and economic ideas expressed in the comics reflect bourgeois ideals of ambition, independence, and respectability. However, the fact that cartoonists are a well-paid group and that newspapers are a "big business" should be kept in mind.

That if one does his work faithfully and well, he is sure to be successful. That ability is what makes for success. This belief was seen in Skeezix's remark, "As poor as my chances look here, I'm going to follow through. If I can't make a place for myself that will be worth something, it will be my own fault." And Uncle Walt assured him, "If you go ahead with your work the best you know how, there is nothing to worry about." In "Mary Worth's Family" Mary Worth encouraged Connie Barclay saying, "You're an intelligent girl. I'm sure you can find some sort of work!"

That if a man really wants to work he can find a job. In "Tillie the Toiler" this remark was found, "His name is Whay and he's a lug who managed to stay on relief three years."

That it is a shameful thing to accept charity. In "Harold Teen" Veronica explained to Timothy, "Poor Mother couldn't accept charity. She's so proud. She must never know you are willing to help us."

That if a man has money he is worth considering in matrimony. In "The Nebbs" a woman remarked about young, rich Stuyve Swagger, "He's a good catch for some girl. I understand they have a lot of money." Again in "Winnie Winkle" Mr. Winkle charged his married daughter with the scandalous act of having lunch with another man. But when Winnie explained, "Dan Manley is president of the national bank," he replied, "President of the bank? Say, why don't you ask him over for dinner?"

That social and economic status is fixed and one should not step out of his class. In the strip called "Little Annie Rooney" Annie's old sailor friend, Captain Ezra, explained,

"There's nothing wrong about working but if folks saw a doctor digging a sewer or a judge driving a coal wagon, they'd be shocked, not because they were working, but because they weren't working at their own jobs. When you get a mite older you'll learn that unless you stay in your own little rut or groove, folks will think you're a crackpot. An ant can work and be respected, but if a butterfly ever worked, his family would disown him!"

That we should live simply, regardless of the luxury we can afford. That the simple things in life are best, and that happiness is independent of material comforts. Mrs. Gump made the trite

but beautifully sounding remark, "Money never buys happiness and the lack of it never chases real joy from the hearts of true lovers." Annie Rooney would have gladly given up her luxurious home with Captain Jim if she could have had apple dumplings, chocolate cake, and cookies in the simple home of Captain Ezra and his wife. Interestingly enough, it later turned out that the simple-living Captain Ezra "could buy and sell most of the folks in this town."

That the industrial leaders of the nation are altruistic in their war efforts. In "Little Orphan Annie" Bill Slagg took the place of Warbucks while the latter was ill. While looking over the financial reports of the Warbucks corporation he remarked:

"Gad! Millions! More millions! But every penny accounted for. Receipts—costs—where's the profit? There must be a cut for the manufacturer. Ah, here it is—chicken feed—and what's this? Even this little profit is all turned back into the plant. Then it's true. Warbucks claimed he wasn't making a dime of all this. I didn't believe him. Few others did either, I'm sure. His personal contribution for preparedness, he said."

Capitalism was taken for granted in the newspaper comics. The kind and generous Daddy Warbucks has, of course, symbolic value as the self-made, gruff but big-hearted business man.

That financial independence develops along with chronological maturity. The assumption that at a certain age a young man or woman becomes independent and from that time does not need and should not accept further financial support from parents was seen especially in "Gasoline Alley" where Skeezix and Nina were examples of such independent and self-reliant young people.

That rich people are snobbish, lazy, and have bad habits and manners. "Little Annie Rooney" presented this notion most persistently, although "The Nebbs" and "Winnie Winkle" also expressed this idea during the time the comics were examined. Besides snobbishness and idleness, the rich were associated with marital difficulties and drinking in excess.

That the employer has no responsibility toward his employee's security. Mr. Casper's employer sold his firm and made these farewell remarks to his former employees, "The new boss will take charge to-day. I hope he'll keep all of you on here but, of course, I can't vouch for that."

To eliminate the worst of the newspaper comics would probably be impossible now, and if it were possible, it would still be no solution. The problem is deeper and more basic. If there is violence, restlessness, immorality, and narrow-mindedness in the comics, radio programs, books and magazines, one should look for the causes in society today. Attempts to promote "nice" comics are only screens that may hide temporarily the real problems but do not solve them. A real cure can only come through basic social changes in the areas that cause immorality, war, crime, violence, and ignorance. It is here that education can play its part. It can help children to learn to think and to think critically. It must teach them to be, above all, intellectually honest and alert. It is hoped that this study may be a tool for steps in that direction.

A Civilization Differs From a Culture

CIVILIZATION is the body of a culture.

Culture is the spirit of a civilization. Civilization means the political, economic, and social arrangements and mechanisms by which the life of men is ordered. Culture means the philosophical, esthetic, and religious ideas and presuppositions that inform the political organization and that in turn emerge from it.—Reinhold Niebuhr in *Fortune* (July 1942), page 100.

Social Aspects of Arithmetic

What is it that makes the difference between the child who goes through these experiences and comes out with a mature understanding of number relationships and the child who obviously goes through very similar experiences and comes out with very little understanding? Is it the guidance of the people in his environment that makes number significant? Or is it true that the experiences are not the same and no two children bring the same readiness to a number situation? How can we make number significant? Miss DeMay was formerly a teacher at the Children's Village, Dobbs Ferry, New York.

IN VIEWING THE USES of arithmetic for this article we intend noting its aspects that are not directly concerned with the commercial, technical, or professional applications, though each of these latter is probably as much concerned with the social side of life as with the other mathematical properties. We shall emphasize the employment of numbers in everyday contacts with people and objects—the common ordinary experiences outside any commercial transactions. For example, the boy who counts to ten to keep himself from punching the other fellow in retaliation for an injury is using number in a social situation unrelated to any commercial transaction, while the boy who gets ten cents from his mother for the same purpose would involve a commercial use of number with, of course, certain social values involved as well.

There are numerous distinctly social

values with no commercial aspects, but it is difficult to find commercial uses totally separated from social values. These social features can be thought of under five periods or age divisions each of which has to some extent its own type of arithmetical peculiarities though of course they overlap to some extent, with some types continuing more or less throughout life.

The first period is naturally the preschool and kindergarten time, extending from birth or from the time the infant begins to notice until he enters the first grade. During these years, with few exceptions, all number contacts are social in nature—that is, all the contacts which the child himself has with number are social only. This first period may be considered in two divisions, one being that of exposure only when the child is unconscious of the quantity aspects but where he eventually does respond to individual articles and persons as distinct entities and notes differences in quantity or bulk. Just when the awareness of size and bulk begins to form in the infant's consciousness it is impossible to tell. The child himself does not know when the transition occurs and he could not make us understand if he did know. Looking back on our own experiences we can merely say, "Once I was blind to these things, then suddenly I realized I saw."

Of the many such contacts that the baby unconsciously makes but which leave an imprint of which he is not aware, we will mention a few and draw what we think are possible conclusions from our observation of the child's contacts with objects and people in a numeral sense.

Take, for example, the child still creeping around the floor. He picks up a block, handles it, and throws it down. He then reaches for another block, handles it, and throws it down. Someone picks it up and gives it to him. He laughs and throws it down again and again when it is given to him. Or he reaches down, gives first one block and then another a shove with his hand. We may conclude that he is thus conscious of the two blocks as separate entities although at that time he is not aware of the two objects as a numerical quantity; but it is from such experiences that he does learn eventually two-ness. Sooner or later, he becomes aware of the fact that father and mother are larger than brothers and sisters, that the cat is smaller than the dog; he sees the difference in bulk and begins to learn "more," "smaller," and "bigger" without the words to stand for the quantities. In life natural learning is concept before name.

As soon as he sits on the floor, an older brother or sister will be rolling a ball to him and he learns to roll it back. The baby is unconscious of number but "roll it again" is bringing a concept. As soon as the child talks he hears the names of numbers. It is not unusual to hear the three-year-old giving the names of numbers and the four-year-old will be heard counting correctly—one, two, three, four. Some can count correctly to twenty, and a few even to one hundred. They like the rhythm of the number names. Mothers and fathers, older brothers and sisters like to ask the four-year-old to count and help him supply the right number name when he falters. While the number words at this stage mean no more to him than the words of Humpty-Dumpty or other Mother Goose rhymes, he is learning to associate the number names in serial order. By-and-by he will associate each with its numerical

meaning as he experiences their number values in association with objects.

The second stage of this period involves some learning of numerical values from social experiences. Most normal children know the concepts and can use numbers correctly through four when they enter the kindergarten. A few at four or four and a half years of age actually know some amounts beyond that. One little girl was observed at that age who knew eight objects. She brought out her handkerchiefs from a box and put them in a row on the floor. Then she said, "I had four handkerchiefs. I got four more handkerchiefs for Christmas. One, two, three, four, five, six, seven, eight. I have eight handkerchiefs." She pointed to each handkerchief as she counted, showing that she knew what counting to eight meant.

Many preschool children can add correctly one and two to one, two, and three, and subtract one and two in little problems before they enter school. Kindergarten itself brings many number contacts of a social nature. The children count each other for games; count pencils and crayons to give to groups of children. They march in two rows. They march two or three or four times around the room. They make three marks on the blackboard. At home they begin to help mother set the table, putting a plate for each member of the family—the one to one correspondence without the counting of primitive man, an excellent help in acquiring number sense.

The Second and Third Periods

The second age period for the social uses of arithmetic we may designate as the grade school era. While from the very first grade the child has some experiences where number is applied to commercial uses, and these increase steadily with each higher grade, the social number contacts far outstrip the commercial uses.

Games, games, games, at home, at school, on the playground, in the street—these occupy a great deal of attention of the grade school child. Then he is sent on errands in which he must bring a required number of this or that commodity. He must divide apples, nuts, or candy with sisters and brothers or playmates. Children in the lower grades hop, skip, and jump, trying to outdo each other in the number of times they can keep up the motion without a break. Girls count their dolls; boys count their marbles and balls. It is during this period that dominoes and card number games are of great value. Most games provide number situations, as suggested above, but some are based on numbers themselves; others at most require the keeping of scores of the points gained by each player.

The clock and telling time become important in this period. Children must know the time for getting up, going to bed, going to school, and when meals are served. We mention here and elsewhere the influencing mathematical factors without specifying the personal contacts that make them social. It is safe to say that few if any of these associations occur only between the individual and the object; mainly two or more individuals are concerned, even though not always present at a particular time.

In the third or adolescent or high school period many more social aspects of number appear and become a part of life's whole. The automobile with its miles per hour and mileage, the railroad with its time table, though they have appeared in previous periods, now present clearer concepts of number and more frequent social contacts. All those of the previous period continue as part of the experience but their arithmetical side appears more pronounced; the numeral aspects of life begin to be recognized even though often the in-

dividual does not think of his experiences as applications of arithmetic. Ages, weights, birthdates, other dates and anniversaries are numeral contacts also experienced in the previous period which assume greater importance. Thus the calendar assumes significance in everyday life. Books, besides the number of them, have chapters, pages, articles and sections numbered. Music has its mathematical aspects and poetry its mathematical rhythm.

Social Uses in Adult Life

In adult life social uses increase rather than decrease. With a woman in the home the social contacts are many and varied including among other things the sizes of rugs, runners, bed clothing, towels, and other household articles; quantities required for use or sent to the laundry; sizes of clothing for various members of the family and the number of each for every member of the family; recipes for cooking and baking, and amounts to be prepared for meals—all present many arithmetic situations. The yard, the flower and vegetable gardens, the walks at times, and many other like objects have mathematical aspects which are taken as a matter of course, their number qualities seldom being thought of.

With men occupations have their numerical properties unrelated to the commercial side or indirectly related to it. These are so varied as to make mentioning them an impossible task. Probably the farmer, as a type, has more than any other. The amount of food to be fed to the various animals, the amount of seed per acre, the amount of produce raised per acre, the capacity of bins and mows are but a few of those he encounters.

In suggesting some of the many non-commercial arithmetical contacts which people have, the object has been mentioned as if that were all there was to it.

Actually seldom is the relation of the person to the object all there is to it, except temporarily, unless an individual lived absolutely alone always. For example, if a woman uses a recipe to bake something she is presumably baking for someone besides herself to eat. When sizes of garments are under consideration there are more often than not contacts between at least two persons.

Opportunities to Enrich Children's Experiences

In considering the social aspects of arithmetic this article has attempted to show its importance in the lives of people aside from the factors of earning a living or working for profit or its technical or professional uses. On the other hand it is evident that the commercial side of mathematics is always without question almost if not entirely related to the social side of life. No business can be carried out without social contacts. People buy and sell to improve their social conditions; they provide food, shelter, warmth, and other comforts. We have tried to point out that arithmetic has an important share in our existence that is only indirectly or not at all related to the commercial side. It may be noted, however, that such contacts are more often number concepts only and that computations do not enter into them so frequently, while in commercial transactions computations are the more important part.

While all these arithmetical features of life's situations do not, as has been stated, involve many computations they do in-

clude problem possibilities as well as concept characteristics of which the teacher in the various grades of school may take advantage. From the numerical nature of life conditions, the teacher may assist the pupil to construct problems to illustrate the various processes which he has to learn. The child may be led also by the observation of the necessary absolute correctness of number applications in many instances, if pointed out so that they become a habitual attitude of thought, to see and use more exactness in his dealing with substances. This needed correctness in dealing with number situations which is the soul, shall we say, of arithmetic does not interfere with approximations. It rather helps than hinders these which are recognized as not absolutely mathematically accurate.

Thus one of the component parts of the child's equipment as a foundation for mental culture is the recognition of the numerical features of everything with which he comes into contact. By the utilization of social number aspects in her teaching, the teacher has an opportunity to enrich the child's contacts with life in a way that commercial uses of arithmetic alone cannot do. We find in daily life that we have to use numbers from morning till night. "What time is it?" "How tall is he?" "How hot is it?" Teachers, parents, all others who have a share in the child's development should take advantage of the cultural nature of the social aspects of arithmetic as well as of its commercial, professional, and technical aspects.

A.C.E. Community Conventions

THE Association for Childhood Education has announced the cancellation of the 1943 Annual Meeting, planned for April 2-5 at St. Louis, Missouri. Instead of its Annual Meeting, the Association is sponsoring A.C.E. Community Conventions—meetings called by A.C.E. groups to which will be invited individuals and representatives of other groups working for children. See page 379 for further information.

A Problem in Wartime Prejudice

How the twelve-year-old boys at the Sidwell Friends School, Washington, D. C., revolted against contributing to the bazaar and the war fund and how the problem was solved satisfactorily for both the boys and the school. Mrs. Chambers is psychologist at Friends School.

THE INTERNATIONAL SET at Sidwell Friends School has the permanence of the international set in Washington—present but ever changing. Though Chinese, Finns, English, Siamese, French, and Swiss soon answer, "Hello," "OK," and "Another serving, please," they also influence their fellow-American students. The son of a Chinese general is an expert in "Junior Commandos." His experience of hiding three days from the Japanese has been retold by every child in the lower school. This young diplomat is so completely accepted by his classmates that when he wore his native dress to an assembly program, the children remarked, "Say, you look like a real Chinaman."

Friends School has always had a large army-navy patronage. The expansion of the War and Navy Departments has brought almost thirty per cent of the families into the service. Probably all but fifteen per cent of the fathers are in some phase of war work—many far from home. More children than ever before stay for supervised play because former governesses are now office workers for Uncle Sam; mothers are serving at the Red Cross, with the Nurses Aid, or as Grey Ladies.

This background has caused the students at Friends to become unusually opinionated about the war. Parental comments are repeated—with and without the quotation marks. This first-hand concern with the war, combined with adolescence, developed into a real problem of prejudice with the eighth grade boys. Their smoldering feelings became a fire when the Friends Bazaar, dedicated to the War Fund Drive, the Red Cross, and the American Friends Service Committee, was initiated.

In past years Washington Quakers have held an annual Christmas Bazaar to benefit the American Friends Service Committee. Last year the school contributed art and shop work. This fall we collaborated on a tremendous project entailing the cooperation of every student and teacher. Each class adopted a concession for which it was responsible, such as a grocery store, a book stall, a grab bag, a toy shop, a doll show, a white elephant table, a gift shop, a florist shop, a movie, and a one-act play. The dining room served dinner to eight-hundred guests. The informal objective was to raise a thousand dollars.

Revolt of the Twelves

Every group was extremely eager to participate, except one, the eighth grade boys. They surprised the school with an organized antagonistic response to the proposed plan when it was outlined to them in the art room.

The art teacher suggested, "Last year most of you made an item for the Friends Meeting Bazaar. Many of you made a gift for one of your parents and purchased it at the Bazaar. In that way your parent had the pleasure of receiving something you had made as well as the knowledge that you gave the price of the article out of your allowance to world charity. The fifty cents you gave may have purchased powdered milk for war orphans or bandages for the Red Cross to use on Bataan. I hope every student will make not one or two, but four or six articles this year, for the need is many times greater."

A grumble arose. It became audible: "Why do we have to do all this stuff? I don't want the money for anything I make to be sent to France; they're in with the Nazis."

"Yes, the Red Cross helps Jap prisoners; if they get a chance, they knife our men in the back. We're suckers."

One contradictory voice spoke up; it was the only one of its kind in the class. "I wouldn't mind sending food to Greece. Six hundred Greeks are dying in one day over there—starving to death."

A quick retort came, "Six hundred! Gee, that

isn't very many! The Germans would get it all anyway. They'd be right there to meet the boat. Don't you know food is a war weapon?"

The teacher had no special cause to champion, no religious principles to purport, no financial responsibility for the success of the Bazaar. She did, however, have a sincere desire to solve this significant problem and a scientific conscientiousness in the solution. A careful analysis of the complications of the problem convinced her that the only satisfactory solution was combating the organized prejudice with organized factual information presented to the boys point by point.

She said, "A fair discussion of our interest in this Bazaar seems desirable. We can talk it over during the next art periods. Let's do some thinking. I'll ask the secretary of the Friends Meeting to come to answer questions. He's had a wide experience with the expenditure of charity funds, and can tell us how the money we raise will actually be spent."

The boys approved the teacher's suggestion and they entered the ensuing discussion with seriousness. The topics covered Jewish refugees; the occupied countries, especially France and the Philippines; food as a war weapon; and conscientious objectors. The secretary answered questions exclusively with facts. On each specific answer or generalization he reiterated the need for finding the truth instead of resifting our opinions and calling that technique thinking.

His unassuming manner and unemotional answers gained the respect of the class. The candor of their remarks was unrestrained. Samples of their questions and his answers were:

"If we send food to France with this Bazaar money, it might not go straight to the Nazis, but it would go to the people who work in French factories which are making Nazi weapons. Even though I'm French, I'd rather see Frenchmen die than to feed the Germans!"

The secretary told the class the Friends Service Committee ration is given only to children and expectant mothers in France. It is not sustaining; it supplements the official ration. For instance, French children are given soup for most of their lunches. The Friends workers provide the extras—where they can: rice, cocoa, and milk. This food is distributed by a staff of sixty American volunteer workers who take the goods from the warehouses to the needy. The Red Cross help on the food problem is carried on in a similar way. The attempt of both organ-

izations is to save the future of France. The future we think of as a time element—rather existing in the air; actually the future of France is within the French children who will live in that span of time to come.

Another boy said, "Even if this is a Friends School, I don't like conscientious objectors, and I want to know if this Bazaar money will go to camps for those men."

"Not all Quakers are conscientious objectors. A man decides that point for himself. The government has recognized a man's right to refuse to bear arms. It has provided camps for these men which are administered by the Friends Service Committee, the Brethren Service Committee, and the Mennonite Central Committee. Each objector pays thirty-five dollars a month for his board and room. He works on a specified government project."

An army boy asked, "How about boats? We don't have enough boats to get supplies to our men—like on Wake Island. I don't think we ought to help anybody till we take care of our own soldiers."

The secretary answered, "Civilians outside government do not have shipping information. My judgment for or against shipping civilian supplies to Europe because of boats wouldn't be a fair judgment; it would be prejudgment or prejudice. I act on good faith in my government, which has asked that we contribute to international charity in this War Fund Drive."

"The American Friends Service Committee and the Red Cross have seen that every extra ration sparked the hope in allied conquered countries. Every contribution we make may directly or indirectly hasten the war's end."

How It Ended

Each class member saw a bit of himself in these words. In addition to this realization, the therapeutic value of getting "talked out" had been achieved. It was an advantage to have an authority outside the school act as counsellor. Fortunately there was no ego-tie with the secretary, no regrets of the confessional which come with "over confessing" to someone with whom you associate daily, as a teacher.

A spiritual lift became evident after the discussion, and the boys willingly joined their classmates in shop. They sawed and painted, cajoled and bantered in adolescent manner convivial with Friends Bazaar spirit. They shared the school's pride in \$1,600 earned for national and international charity.

Four-Year-Olds

Learn About Molds

How the curiosity of these four-year-olds led them through a series of interesting experiences—from sand cakes to clay dolls to jello. Mrs. Read is director of the nursery school at Oregon State College, Corvallis.

PETER WAS PLAYING in the sand. It was damp and he patted it firmly in his can. Carefully he tipped the can over and slipped it up. The sand stood on the ledge of the sand box perfectly molded in the shape of the can.

"Look, look," he cried in delight, touching it gently. It looked like the can, but it was different to touch. "But I don't know what to do with it," he added with the practicalness of a four-year-old. Long experience had taught him that he could do little with the beautiful sand shapes.

"People who work with clay make many clay shapes with molds just as you did with the sand. They bake their shapes in a big furnace until they are hard and ready to use," said the nursery school teacher.

"What?" asked Peter, full of questions. "How do the things get hard? What do they make?"

"There is a clay plant near our school," said the teacher. "Let's visit it. We can see what they do."

The children gathered at the mention of a trip and the teacher explained what they would see. "At this clay plant the workers are making parts of dolls out of soft clay. They put the clay into molds the shape of a doll's head and body and leave it to dry. Then they take the clay out gently from the mold just the way Peter slipped the can off his sand. There is a doll shaped out of clay. The arms and legs for the doll are made by pressing the mold onto the clay. All the parts—the arms and legs, the body and the head—are packed into great pots and stacked in the furnace to bake. It gets very hot in there. The clay becomes dryer and harder.

After many hours the heat is turned off. When the pots are cool enough to take out of the furnace, they are unpacked. There are the dolls, ready to be put together and painted and dressed. Then they are ready for you to play with. We will go down and watch."

Observing to Learn

A dozen excited children drove to the clay plant to see what the workers there did with molds. First they watched the arms and legs being pressed from the soft, gray clay. Swiftly and surely the presses spun down, leaving tiny rows of arms when they were twirled up again. Quickly the workers brushed oil on the molds, filled them with clay and spun down the presses to stamp out another row of clay arms. A dozen pair of eyes watched, fascinated.

Then the children moved on to where a group of workers was pouring the composition clay into molds and standing the molds on end. At the far end of the line little clay dolls were being gently removed. The same process that the children performed with sand was being done with clay. From the molds came dolls, just the size and shape of the hollows in the molds. Busy workers scraped and sponged the parts of the dolls to make them smooth before they were fired in the furnace.

"Where is the furnace?" asked one of the children. The foreman took the children into the furnace room. He explained that the big pots filled with more dolls than the children could count were called "saggers." The pots were much larger than any baking dishes at home. Some of them were already stacked, one on top of the other, inside the huge furnace. The furnace was not full yet. It was not hot, either, so he allowed the children to climb in one by one and stand inside where the clay dolls would be baking the next day.

Then he gave each child a piece of smooth, soft clay and a mold, discarded by the workers but perfect in the eyes of the children, to take back to school.

They could hardly wait. On the way they chattered excitedly, full of questions. They fitted the two sides of their precious molds together. As soon as the cars stopped, they rushed in to the work tables and set to work. They pressed the clay into the molds. They opened the molds and tried to take out the funny looking dolls. They discovered that they needed to wait until the clay became dry and firm before the doll could be lifted out.

Finally the last mold had been filled with clay. The last child had found that he had to wait before his doll was ready. The children were shouting and climbing and tumbling on the playground, relaxing from their absorption in the problem of molds.

Experimenting to Learn

The next day the teacher showed them some tiny, metal molds. "We can make jello and pour it into these molds," she said. "We will have different shapes after it gets firm."

Two small cooks poured hot water over the jello and stirred. Then each child chose a mold and carefully poured it full of jello. It was easier for them to understand now that they must wait until it got firm and hard before they could take it from the mold. They left the tray of molds, shimmering with red and green jello. The teacher said it would be firm by the next day. Under each mold was a slip of paper

with a name written on it. There would be no mistakes.

Two more cooks washed the bowl and spoons and pitchers. They had many questions. Would the jello taste like it smelled? Would it be the same color when it was done? How would they get it out?

The small dish washer had poured cold water into the mixing bowl. The jello had stuck to the sides of the bowl. It was already hard. The teacher explained that the cold water had made it harden. Hot water would make it soft again. It did and the bowl was soon clean. Something else had been discovered!

As soon as the children came the next day, they began asking about the jello. They were not interested in playing. They were ready to try their jello. The teacher showed them the tray of firm jello. It no longer spilled when the tray was moved. It had "set."

The teacher placed the molds in a pan of hot water. One by one each child took his mold and turned it over on a plate and carried the plate carefully to the table. Each mold came out beautifully, due more to luck than skill. The children ate, scraping their plates. Hardly a word was spoken. Jello had never tasted so good.

They had found many things that could be done with molds.

I HAVE seen

A curious child, who dwelt upon a tract
Of inland ground,
Applying to his ear
The convolutions of a smooth-lipped shell,
To which, in silence hushed, his very soul
Listened intensely; and his countenance soon
Brightened with joy;
From within were heard
Murmurings, whereby the monitor expressed
Mysterious unions with his native sea.

SO BUILD we up the being that we are.

—From *The Excursion* by William Wordsworth

II. TAKING CARE OF THE CHILDREN



EACH IN HIS FASHION FINDS HIS WORK AND DOES IT—THE NEW HAVEN CENTER

CHINESE CHILDREN AND THE WAR

Preschool education was beginning to find a place in the educational system of China before the war. Now it is a matter of keeping children clothed, fed, and in something like good health. *Page 363.* *By Kate B. Hackney*

CHILDREN OF CHINA—PHOTOGRAPHS

"The world's children will be the post-war generation. After we have won the war they will have to win the peace. One-fifth of the world's children is Chinese." From "Children of China," *Report of the China Aid Council.*

THE NEW HAVEN CHILD CARE CENTER

An Account of Its Origin and Organization. The first center to receive a substantial federal grant under the Lanham Act. *Page 367.* *By Arnold Gesell*

COMMUNITY PARTICIPATION IN A DAY CARE PROGRAM

Mobilizing and focusing community participation can be incredibly slow work. But when this basis is laid, it results in a sound foundation for wise and permanent community planning. *Page 371.* *By Mrs. Wesley McCune*

*"There was a tradition
of interest in the pre-
school child."*

ARNOLD GESELL

Chinese Children and the War

Miss Hackney, student at George Peabody College, Nashville, Tennessee, gives a brief picture of what has happened to some of China's children, seen at first hand as she participated in their care.

BEFORE THE WAR between Japan and China began in 1937, both government and mission schools were interested in preschool education. In Peking, Nanking, Hangchow, Soochow and Canton there were nursery schools, some of which were located in government universities and were used for observation by classes in psychology and education. The children who attended these university nursery schools were on the whole from well-to-do homes such as you would find in any university center. In the mission schools there were nursery schools for both the well-to-do and the poorer classes. In all, I think there were not more than fifteen or twenty nursery schools.

In the Methodist Mission in 1935 the Laura Haygood Normal School at Soochow began the training of nursery school teachers as part of its kindergarten-primary education program. In 1937, because of the war, the normal school was moved from Soochow to the International Settlement in Shanghai and continued there until 1941. It was closed when the International Settlement was taken over by the Japanese. So far as I know, all nursery schools except those conducted by the Methodist Mission in the International Settlement in Shanghai were stopped when the war began in 1937.

I was in China until April 1941 and the picture in my mind of children in China now is very different from that of 1937. Now it is a picture of children and parents—where they have not been separated by the bombing of their homes—living in one room or two rooms, with barely enough to eat or with nothing to eat and nowhere to live—starving, homeless and orphaned. Missions, the government and private individuals helped to care for these children who crowded into Shanghai from surrounding towns and villages as enemy forces bombed

their way into the interior of China. Refugee camps were put up and the city cooperated with all other units in trying to care for the homeless thousands. Students from our schools did their practice teaching in some of these camps.

Gradually schools were opened in the Settlement and I have never seen such crowded rooms! There were so many children and not enough schools to take care of all of them. So far as preschool children were concerned it was a matter of keeping them clothed, fed, and in something like good health. Our students helped in the hospitals, feeding and entertaining the children after school hours as best they could. After two years the camps were discontinued, since refugees were sent back to their homes as soon as it was safe for them to go.

But I don't want to paint too black a picture. The area about which I have written is in "occupied China." In Free China missionaries and other workers are doing much for children through schools, playground work, Sunday schools, clinics, house-to-house visiting, and caring for the sick and needy. Every time you read of a city or town being bombed you may know that there are numberless children left homeless, crippled, or in desperate need and that missionaries and other workers are trying to help as best they can. Students in schools and colleges that have moved to the west are helping in spare time and during holidays.

The most extensive and outstanding work being done at present for preschool children in Free China is that of Madame Chiang Kai-shek for her "Warphans" (war orphans). Madame Chiang's helpers gather up children from towns and villages that have been bombed and take them to places of refuge where they are fed, clothed and given a chance to live. Schools have been opened for those old enough to attend.

Preschool education was beginning to find a place in the educational system of China before the war but I do not think anything being done at present would come under that heading. Much is being done, however, by social workers, parents, missionaries, and students in universities and high schools to keep children of preschool age healthy and happy.

CHILDREN OF CHINA



A war orphan starts to school

Photographs courtesy
United China Relief

Toward a healthy
young China





**Guerrilla children
learn self-government.**



**Is it "Pat-a-cake,
pat-a-cake baker's man?"**



Learning to write



New Haven Child Care Center

That there may be continuity in guidance and growth

The New Haven Child Care Center

—AN ACCOUNT OF ITS ORIGINS AND ORGANIZATION

The fact that "there was a tradition of interest in the preschool child in New Haven" is a thoughtful cue well worth noting by other communities interested in establishing child care programs. Dr. Gesell, Director of the Clinic of Child Development, Yale University, New Haven, Connecticut, gives chronologically the sequence by which this tradition of interest developed, from the days of FERA to the present.

THE NEW HAVEN CHILD CARE CENTER has been rather widely heralded by the public press as the first center to receive a substantial federal grant under the Lanham Act. There has been not a little curiosity to know how it was done. For this reason I have been asked to write a brief account.

After all, it is not surprising that a community program for the child care of working mothers came to early crystallization in Connecticut. There was a tradition of interest in the preschool child in New Haven. Seven nursery units had been established as WPA projects in as many local public schools as early as 1937. Connecticut is an industrial state studded with numerous manufacturing plants, large and small, for the production of the munitions and appurtenances of war. The Connecticut State Defense Council was among the first to organize a comprehensive program of preparedness. A state committee on child

care was promptly formed. Early in 1942 this committee issued a detailed report with concrete specifications covering emergency child care programs. The report was printed as a state bulletin and has exerted an important influence in determining standards and procedures for communities.

The primary and moving forces behind the New Haven child care project, however, were local in origin. The WPA nursery schools, the educational research committee of the New Haven State Teachers College, and finally a thoroughgoing case work survey by a subcommittee of the Council of Social Agencies of New Haven served to define the need of day care for the children of working mothers.

The various steps which were taken before the child care center became a reality were many. The center does not owe all of its existence to a generous Lanham largess brought in a basket by a stork flown from the Capitol dome in Washington. It took many a conference and much hard work to draw up the certificate of purposes required by law to secure funds under the Lanham Act. The exacting nature of this certificate should not be set down as mere red tape. It represents the method which the government properly uses to safeguard its monies. The processing of the certificate puts the local community on its mettle.

The initiative and responsibility of the local community in the organization of

child care facilities should be emphasized. The U. S. Children's Bureau has consistently adhered to a democratic policy which fosters community effort and avoids imposition of "bureaucratic control from Washington." The present pattern of organization, as exemplified by the New Haven project, permits local communities, state agencies, and the federal government to function cooperatively.

The principle of democratic control should be protected, and should be extended to the parents of the children concerned. The problems of child care are so utterly complex that they cannot be solved on a mass basis even by an American Kaiser or by assembly line methods. There are 16,000,000 homemakers without children under sixteen who are not now in the labor market. We should draw on this vast pool of women workers before we freely separate mother and young child.

The problems must be solved by individualized, democratic social service—by a counselling service through which mothers can get information and advice *before they sign up for a job*. Every family situation is unique. It must be talked out. If the baby is under two years of age, the home has unquestionable priority over the factory. If the child is between two and six years of age, the home claims are still the strongest. A good nursery school and an adequate grandmother may make *part time*, outside maternal employment practicable, but the pros and cons must be talked out. If the child is of school age, a supervised midday lunch and after-school care are a necessity. If the mother has three or more growing children of assorted ages, should industrial employment be considered at all? A community counselling service will help to answer these questions. It will help to conserve womanpower and to direct parental patriotism into the right channels.

All this means that there should be

basic parent participation in planning. Parents desire to pay a child care fee but they do not want a quasi-authoritarian type of service imposed from overhead, in which social workers expertly tell them just how to solve a family problem. The parents would like to regard the counselling service as an information and guidance service which belongs to them in the same sense that public school education belongs to them. Part of the counselling service in the New Haven project was set up at the center itself. Here it could function naturally in a natural setting and it has been much appreciated by its clients.

This kind of counselling has served to preserve the status of the family as the fundamental social unit. The great importance of the care of children of school age was thereby kept in focus. The New Haven project was developed with equal regard for the preschool child and the school child. The Scranton Public School became an organic part of the enterprise. A midday hot lunch is now served both at the school and at the center, the children of kindergarten age eating at the center, and some of them remaining throughout the afternoon. The after-school recreational program includes arts and crafts, hobbies, movies, dramatics, games, and a school band. These activities are so enviable that the outside children look on wistfully and even say, "I wish my mother would work!"

High school boys and girls are not yet in the picture. They may be in time, as members of the High School Victory Corps, earning the white cross arm band, the insignia for child care, nutrition, home nursing, and home-making services.

And so we see that the vital essence in the genesis of the child care center has been the drawing together of the varied social forces and agencies which constitute a local community. The state and the na-

tional government play important roles, but the creative origins and realities are in the individual home, the neighborhood, the school district, the city. By reading the adjoining chronology in sequence and between the lines, the reader may get a concrete impression of how one child center took shape, step by step.

Chronology of the New Haven Center

1934. First emergency nursery school established under the Federal Emergency Relief Administration. The Yale Clinic of Child Development, the Yale Department of Education, and the Cannon Nursery School served as observation and advisory centers for the teachers who assumed supervision of these schools.

1937. Seven WPA nursery units were in operation in seven public schools.

1938. The Educational Research Committee (May Hall James, chairman) of the New Haven State Teachers College issued a factual and interpretive bulletin, *Nursery Education*, with special reference to the local situation.

1940. Teachers, college faculty and students inaugurated a voluntary after-school recreational program for school children from the Scranton School district. The activities included basketball, swimming, arts and crafts.

1941. A subcommittee of the Council of Social Agencies of New Haven sponsored a survey to determine the need for day care for the children of working parents. This survey was followed by a case work study in which thirty-three different agencies were consulted, supplying definite information in regard to conditions. The agencies were diversified, including the Connecticut State Employment Bureau, the police department, the Salvation Army, the Council of Churches, the Visiting Nurse Association, the Chamber of Commerce, etc. The superintendent of public schools cooperated. Personnel managers in various industries were contacted. An article was published in each of the local newspapers. A total of one hundred forty-four families with three hundred ninety-one children sixteen years of age and under was studied in detail with respect to child care needs. Several recommendations were formulated:

1. That there be a continuing center for consultation for parents who wish to discuss problems created for families and children when

mothers go to work. Families have used this service during the study and the value of it has been indicated.

2. That at least two new child care groups be set up.

3. That a foster day care program for New Haven be instituted.

4. That the possibility of a visiting house-keeper program be explored.

5. That the need for school lunches and supervision during lunch time and before and after school be made known.

6. That the Group Work and Recreational Section of the Council be advised of the need for additional facilities for recreation.

The principal and teachers of the Scranton School made a supplementary study of the needs peculiar to their district. On the basis of these findings, the New Haven State Teachers College called together representatives from the Day Care Committee of the Council of Social Agencies and from the public school systems for a better coordination of efforts for day care in this area of the community. This group requested the New Haven Defense Council to appoint a committee on child care under the Division of Health, Welfare, and Recreation.

February 1942. The State Defense Council Committee on Child Care issued a concrete detailed report, *Emergency Child Care Programs with Special Reference to Care of Children of Working Mothers*. All planning for the New Haven project has been carried out in accordance with the standards outlined in this report which was later printed as a state document. The state committee, under the chairmanship of Mr. N. S. Light of the State Department of Education, included representatives of the State Department of Health, the Connecticut State Employment Service, the Manufacturers' Association of Connecticut, the State Department of Public Welfare, the Connecticut Conference of Social Work.

The New Haven project is carried out under the continuing supervision of the state Committee on Child Care. The supervision of the project locally is the responsibility of the faculty of the teachers college. The board of education has appointed Mr. Finis E. Englemann, president of the New Haven State Teachers College, to run the project. Mr. Englemann is technically an employee of the board of education but will work without pay. The board of education thus

retains responsibility and final authority even though most of the actual supervision is carried out by the staff of the teachers college.

An advisory committee was formed, with the following membership: (1) professor from New Haven State Teachers College, chairman; (2) executive secretary, Family Society; (3) representative of Division of Health, Welfare, and Recreation; (4) representative of Visiting Nurse Association; (5) representative of the YWCA; (6) representative of the New Haven City Council of the PTA; (7) representative of the New Haven Public Schools; (8) principal of Scranton School; (9) child specialist from New Haven State Teachers College; (10) director of Nursery School Unit; (11) director of After-School Recreational Unit; (12) consultant to parents from Council of Social Agencies, and (13) representative parents.

June 1942. The organizing group drew up a highly detailed memorandum of eighteen pages to support the certificate of purposes required in applying for funds under the Lanham Act. This statement dealt specifically with the following subjects: (1) the area to be served; (2) existing facilities; (3) community planning; (4) how the needs will be met, (5) financial ability of the community, and (6) additional information concerning the project.

An allotment of \$30,427.30 was requested; \$15,470.00 was allotted and fees from pre-school and school children were estimated to yield a possible sum of \$14,950.00 in a single year. Expenditures were estimated for salaries, supplies, health services, rent, insurance, food, operation of plant, and educational equipment.

August 1942. Acquired a commodious brick residence at 63 Dwight Street, rented to New Haven State Teachers College by Yale University, at a nominal rental. The building is an attractive twelve-room house with five bathrooms. It has a large, sunny play yard. The building was formerly occupied by the WPA Art Project but had been vacant for two years and was in need of repairs and redecorating.

September 21, 1942. The director of the child care center, Miss Norah Clancy, arrived. Staff and services were subsequently expanded to include two head teachers, an assistant teacher, a full-time secretary, and a part-time janitor. Preparation of food was taken over by the Red

Cross Canteen. The child care assistants include students in training at the New Haven State Teachers College. A group of student and faculty volunteers assisted in the renovation, painting and decorating of the building.

September 1942. A counselling and information service was set up at the child care center for the benefit of mothers considering or seeking employment. A consultant, Miss Ruth McElroy, was loaned by the Family Society to conduct the initial interviews. She discusses the total family situation and helps to fix a fee if placement of the child in the center is decided upon.

October 1942. The child care center opened with a small group of children and the number gradually increased to thirty-five, including five children who attend the Scranton School kindergarten in the morning. Hours are 6:30 a.m. to 6:30 p.m., Monday through Friday.

An after-school recreational program is part of the total project. Children enrolled in the project attend regular classes at Scranton School in the morning and afternoon. They are served a hot lunch at noon. After school they have a recreational program until 5:30.

December 1942. Preschool children are being taken in each week and will continue to be enrolled until the capacity of sixty-five is reached. Various organizations cooperating at present include: Volunteer Service Bureau, Connecticut Child Welfare Association, Visiting Nurse Association, Boardman Trade School, WPA Toy Project, Scranton School Parent-Teacher Association, Girl Scouts, Alumni of Connecticut College for Women, Red Cross Canteen, Yale Clinic of Child Development (through a cooperating committee).

December 15, 1942. A public meeting at the Hotel Taft, on "New Haven's Two-Sided War Job: Maximum Industrial Output—Maximum Concern for Its Children," was broadcast. The meeting was addressed by Mr. Whiteside of the Manufacturers' Association; Mr. O'Neil, assistant manager of the U. S. Employment Services; Mr. Sturges, administrator of the State Defense Council; Mr. Hickerson, Miss Clancy, and Miss King of the New Haven Child Care Center, and Dr. Gesell of the Yale Clinic of Child Development. This was a community meeting designed to acquaint citizens and local agencies with the two-fold situation and the outlook for future needs.

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By MRS. WESLEY McCUNE

Community Participation in a Day Care Program

Without benefit of Lanham Act funds a day care program in Montgomery County, Maryland, is functioning well because enough people "cared" about the children. Mrs. McCune, chairman of the Montgomery County Committee on Child Care for the Office of Civilian Defense, gives a brief account of how it is done.

"I HAVE TWO COTS in the attic you can have," says a kindly matron as she leaves the women's club meeting. Someone else locates a sound but shabby tricycle, and the Soroptimists vote \$12 for tables. The Board of Education releases space in an uncrowded building. That's how a nursery school can be put together in a neighborly way. Nowadays it is called "utilizing community resources." And in Montgomery County, Maryland, it has helped to fill in where services for children were woefully inadequate.

Mobilizing and focusing community participation can be incredibly slow work. It necessitates educating a group of eighty or perhaps only ten to an awareness of the needs and problems. But when this basis is laid, it results in a sound foundation for wise and permanent community planning.

At Montgomery Blair High School vocational classes for women in sheet metal and welding work were not filling up. Why? Because mothers could not find care for their children while they learned a skill useful to industry. At the same time, new courses in child care were to be offered at this high school and the girls wanted real live children to observe.

To solve both needs at once the Silver Spring Committee on Child Care precipitated a morning nursery school, housed in the apartment formerly used as an interior decoration laboratory—a subject considered too frilly for Victory Corps girls who yearned for the practical.

The girls painted tin cans and dressed dolls; the women scoured the town for equipment and worried over the budget; the park and planning commission fenced in a playard and procured outdoor play pieces; volunteer nursery aides helped the teacher until the high school girls were trained; the school nurse offered medical supervision and the health department set up immunization standards to precede admission. The home economics classes prepare the noon meal for very alive, very hungry children.

In a neighboring community a women's club suddenly realized that its education loan fund was not being drawn upon as heavily as formerly—students liked the pay-as-you-go basis now possible with jobs easily obtained. Some thoughtful person suggested that since education was not limited to colleges, they might lower the age range by a score of years and finance a nursery school, strictly on a loan basis as usual.

Subcommittees drew up a budget, complete to the last band-aid. They found that it would work, amortizing the indebtedness in twelve to eighteen months. Public school housing, including a school cafeteria and outdoor play equipment, means that their contribution is primarily that of indoor equipment and capital for hiring professional staff.

The Red Cross Canteens, frankly with few challenging functions in this county, requested a training course to fit them for buying, planning, and preparing food for preschool centers. They were given a brief orientation into the ways of preschool children and nursery schools, with lectures on food habits and nutrition for the under-fives.

For children under two, and for those for whom group care is not suitable or accessible, expansion of foster day care homes has been encouraged. A mother who is at home with one or two children will offer to accept the responsibility of one or two more. Here, again, churches and clubs aided in explaining this type of serv-

ice to their members, and many superior homes have been inspected and approved. The inspections are made by a social worker on loan to the committee by the local department of welfare. She evaluates the homes on the basis of standards worked out by the committee in the absence of state control over day care.

Other social workers, on loan from their agencies, have contributed their time to the counselling service which is offered each weekday morning. This service provides a center where mothers, or fathers, can discuss their problems and analyze the resources available with a professional. Frequently a mother will realize that she would be more patriotic to stay at home, perhaps caring for the children of a mother who must work.

Less has been done for the school age child who needs supervised recreational opportunities. Perhaps this is because recreation programs

seem to lack the "glamor" of nurseries. Parent-teacher associations can function most effectively in this area. One energetic PTA developed a full-day program during the summer using co-operating mothers as leaders. They charged fifty cents for materials used. Another school group hired teachers and set up a more formal, more expensive "camp-at-school." Several PTA groups are exploring current needs, hoping to train and utilize high school students for recreation leadership under supervision.

These programs are obviously limited to the family group who can pay for care. Subsidy of some type must be found to pay the difference in cost between the fees which must be charged, even after community resources have contributed to the fullest extent, and the amount which mothers in lower income groups can be expected to pay.

Seattle Cares for Its Children

SINCE APRIL 1940, THE number of women employed in the Seattle, Washington, area has increased fifty-five per cent and it is estimated that within the next six months twenty thousand additional women will be employed. The especial concern of the schools is to compensate as much as possible for the losses to the children in family life by establishing properly supervised nursery school centers.

The Lanham Act provides for federal help in meeting these needs. The Seattle Public Schools have filed a request for \$271,283 for equipping and operating forty nursery school centers and \$201,906 for before and after school care of older children. The need for before and after school care is as pressing as the need for nursery schools. In one middle-income district, a survey by the principal showed that of the two hundred eighty children in grades four, five, and six, forty per cent had both parents employed.

In the meantime, a beginning has been made with the cooperation of the State Department of Public Instruction, the Day Care Committee, and the WPA. Twelve nursery schools, administered by the Seattle schools, with personnel supplied by the WPA, are in operation from approximately seven a.m. to seven p.m. and care, at a nominal charge, for about three hundred forty children between two and four years of age. Equipment for twenty additional units has

been ordered. This was made possible by the state superintendent's underwriting purchases pending receipt of Lanham Act funds.

Of the twelve nursery schools now in operation, five are in school buildings, four are in housing projects, and the other three are in church or other community buildings. It is planned to include nursery school units in all housing projects built in or near Seattle.

Other preparations for the nursery program include a book of plans and specifications for all equipment to be made in the Administration Building shops. West Seattle High School students are carrying on a drive to collect large toys for the nursery schools. The Preschool Association is making sheets, bibs, wash cloths, towels and other articles. Most of the agencies in the city interested in child welfare are co-operating in the plans for the nursery schools. A children's hospital is also being planned to care for children taken ill after arriving at nursery school.

WITH EVERYONE WORKING together, and with the aid of federal funds, Seattle is on the way toward solving the problem of caring for the children of its working mothers.—This report has been adapted from an account in the February 1943, issue of *Seattle Schools*.

Books...

FOR TEACHERS

YOUR CHILDREN AT SCHOOL—HOW THEY ADJUST AND DEVELOP. By Elizabeth Vernon Hubbard. New York: The John Day Company, 1942. Pp. 176. \$2.00.

The author of this book has presented from her years of experience with young children a charming and inspiring description of artistic teaching. The generous use of detailed accounts of actual situations and the clear-cut explanations of changes brought about in children through these situations enable the reader to follow with enthusiasm a whole year of school experience with a delightful group of children and an artist teacher. One closes the book with the thought that this is the kind of experience and teaching that is the birthright of every child. This is education in its fullest and truest meaning, for it assures every child a sense of security and personal worth, rich experiences, an opportunity for self-expression and facility in the skills of learning, as well as a sense of responsibility to himself and his associates.

Your Children At School elevates the teacher to the role of understanding counselor and leader who guides so that the children may discover for themselves the sensible way, the best way, the right way to do things. This procedure is presented with crystal clarity as a more effective and thrilling way for the children than having the teacher tell them how to do things.

In the prologue the author states simply and explicitly her objectives and philosophy of education. In the sections of the book called "The First Day at School," "The First Month at School," "Social and Psychological Adjustments," and "Gaining a Long View of Children," the author describes the child's entrance into school, his gradual development of security, adjustments he must make, and the teacher's part in understanding and guiding his development.

The chapters on "Creative Expression," "Trips and Experiences," "Blocks and Shop Work," and "Nature Interests," emphasize the fact that creative expression is apparent in all of the children's activities. The author describes these ex-

periences so expertly that the reader senses the growth of the children in self-confidence, independence, security, emotional stability, persistence, and ability to direct themselves. The descriptions of these experiences and the use made of them by the teacher convince the reader of the interest of children in the world about them, their eagerness to explore this world, and the importance of giving them a rich experience as a basis for self-expression and learning.

In the chapters on "Reading," "Writing and Number Work," the author emphasizes the need for adjusting instruction to the maturity of the individual children. She leaves no doubt in the mind of the reader as to the importance of these skills and the need for establishing high standards of achievement in them. However, by placing them at the end of the book the author relegates them to their proper place in the curriculum. Social, emotional, and mental development takes precedence over the three R's.

Although Mrs. Hubbard describes in a clear and definite way the introduction of these subjects into the curriculum, one cannot help but wish that she had discussed in greater detail her techniques for teaching reading, writing and number. The material that is presented is excellent but many teachers will wish to know how the work was handled as the group progressed and what plans were made for meeting varying needs throughout the year and in the following year. They will wish to know also more about the kinds of materials used in developing these skills and how the teacher continued to use the experiences of the children to supplement and enrich these materials.

Although *Your Children at School* deals only with first grade children, the philosophy and the teaching techniques are applicable to all situations and grade levels. This is a book that every teacher should read if she is sincerely interested in giving her children rich and vital experiences that will help them to attain maximum growth and development. *Merle Gray, Director, Elementary Grades, Hammond, Indiana.*

TEACHER EDUCATION IN A DEMOCRACY AT WAR. By Edward S. Evenden. Prepared for The Commission on Teacher Education, American Council on Education. Washington, D. C.: The Council. 1942. \$0.75.

The English want an able and experienced teacher on the job when the child comes to school with a note from his parent saying, "Please excuse Mary for being late at school this morning. We were blitzed last night and she was only dug out at three o'clock this morning." The English people view with askance the situation symbolized by a county superintendent in one of our eastern states who, during the last war, said at an educational conference, "I carry my book of temporary certificates with me at all times so that if I find anyone in a receptive mood I can issue him a certificate before he changes his mind."

Education as a morale-building agency is far too important to be neglected in a period of national crisis. Moreover, education, unlike those social activities which deal with material construction, such as the building of roads, parks and waterways, cannot be postponed until the war is over; the agencies of cultural perpetuation and renewal must be continuous in their influence or the loss is permanent and irredeemable. There can be no moratorium on education or life; they must continue or be forever lost.

What is the major outline of *Teacher Education in a Democracy at War*? The first chapter shows how war places education under maximum strain at the very time when the services of education are most needed. Chapter two indicates how badly education suffered in America during the first world war and the harmful consequences which resulted to the nation from that neglect. Chapter three considers America's efforts after World War I to regain educational ground lost during the war period. Chapter four asks if we are not repeating the mistakes made in the last war; the evidence seems to indicate that we are.

Chapter five shows that Britain, on the other hand, is not permitting history to repeat itself in this respect. It is recognized in England that teachers cannot be prepared on short notice, and every effort is being made there to keep experienced teachers on their regular jobs.

In the light of British and American experience in this war and the last, a program of

teacher education for the United States in wartime is set forth in the concluding chapter. It is so loaded with practical recommendations and suggestions to school systems, colleges, universities, and the general public that it is impossible to summarize them in this brief review. The arguments set forth in support of education as a necessary agency in the winning of total victory for the United Nations are irrefutable. These arguments may be neglected, but they cannot be answered successfully by anyone who believes in American democracy, and it is clear that their neglect will have a disastrous effect on the future of American civilization. *William Gellermann, Northwestern University.*

ALL CHILDREN LISTEN. By Dorothy Gordon. New York: George W. Stewart, Inc. Pp. 128. \$1.50.

A well-known writer and producer of children's radio programs cogently presents the case for the children and their parents. The story is a disheartening one. The revolt of the mothers against the inane, unreal, and often vicious "kid programs," expressed in the organization of such groups as the Scarsdale Group, the Child Study Association of America, and the Women's National Radio Committee resulted in the adoption of restrictive codes by the leading networks but failed to eliminate the major offenders or make room for creative programs. The networks successfully employed the usual stratagem in defense: they offered the parents' groups time and facilities and gave them a chance to fail. To date they have refused to accept their own responsibility of providing professional programs of high merit.

The typical radio program for children is the modern form of exploitation of the young for profits. We have recognized the children as our most valuable national resource in our building of a great public school system but have failed to protect them from organized broadcast drivel or to utilize one of the most powerful of all educative forces in the public interest. Miss Gordon paints the picture of our failure in illuminating detail.

We suffer in comparison with what other countries, notably the Soviet Union, have done even in wartime. One of the most valuable sections of this book is the report of the work done in foreign lands. *John J. DeBoer, Chicago Teachers College.*

Books . . .

FOR CHILDREN

THE CHINESE CHILDREN NEXT DOOR.

By Pearl Buck. Drawings by William Arthur Smith. New York: The John Day Company, 1942. Pp. 64. \$1.50.

Children 5 to 9 will enjoy Pearl Buck's gay little picture-story of the Chinese family which kept having girl babies. Precious, More Precious, Plenty Precious, Pretty One, Pretty Two, but never a boy in the whole lot! The father does not mind; the five girls think it is funny, but the mother is not so sure she approves. So she tries once more and a superb boy arrives, Brave Boy! Mother is delighted; the five little girls adore him, but father is upset. "After all," he says, "I am not used to this sort of a baby."

This little tale gives the reader not only an amusing glimpse of a lovable Chinese family but considerable insight into Chinese customs.

SNOW TREASURE. By Marie McSwigan. Illustrated by Mary Reardon. New York: E. P. Dutton and Company, 1942. Pp. 179. \$2.00.

A story of Norwegian children who took the bullion out of their country under the very noses of the enemy is one of the most thrilling tales of this stormy period. It is especially important for children because it satisfied their desire to have a real part in this epic struggle to resist the dictators.

Miss McSwigan has padded her narrative unnecessarily, thereby weakening its dramatic quality. Nevertheless, children 9 to 12 are gratefully devouring this record of the heroism and endurance of other children.

DASH AND DART. By Mary and Conrad Buff. New York: The Viking Press, 1942. Pp. 75. \$2.00.

Mary and Conrad Buff gave us the Indian story, *Dancing Cloud*, and the Swiss, *Kobi*, both made unforgettable by Conrad Buff's striking illustrations. Now their new book about two fawns takes us into the forest with pictures that are sheer magic. The text is direct narrative in simple rhythmic sentences.

In a fern bed
Is a baby,
A baby deer,
The color of a rusty nail
Spotted with white;
A little rusty-colored fawn
Lying in the green ferns.

There is no story. The narrative together with a wealth of pictures tells the events in the first year of these two little fawns. The book reads aloud beautifully and is to be looked at and loved. For children 6 to 10.

SILVER WIDGEON. By Esther Wood. Illustrated by Theresa Kalab. New York: Longmans, Green and Company, 1942. Pp. 227. \$2.00.

After her delightful Oriental stories, it is interesting to find Esther Wood giving us two modern American children in an airplane adventure that is properly exciting and utterly convincing. Invited to fly to Canada on an hour's notice, Peter and Pudgy are well-nigh distraught with joy, but when the plane crashes in an uncharted wilderness their ardor is a little dampened. Pudgy's measles and the dead radio are the final catastrophes.

Boys and girls 7 to 11 will enjoy the way these pampered city children accept their difficulties like good sports and solve their problems. A first-rate airplane story.

THE LITTLE RED LIGHTHOUSE AND THE GREAT GRAY BRIDGE. By Hildegarde Swift and Lynd Ward. New York: Harcourt Brace and Company, 1942. Unpaged. \$1.75.

The flashing light of the Little Red Lighthouse seemed suddenly unnecessary as the great bridge over-topped it with its enormous beacon. Tiny and obscure, it felt suddenly useless. The reader shares the relief and joy of the Little Red Lighthouse when it discovers that the great beacon is for airplanes and its own small light is still needed by the river boats. Children 5 to 7 will enjoy this story.

Among... THE MAGAZINES

TOO MUCH HEALTH. By Arthur H. Steinhaus. *The Journal of the National Education Association*, February 1943, 32:43-44.

Health facts? Too often health rules merely force the prejudice of one generation on the next. Now that dogmatic rules have lost their grip, people have turned to "science" for health facts, and these have brought a confusion of claims made by manufacturers and experts. Since this is the era of "health reasons" people learn to ask for evidence back of such statements as "Why must everybody eat spinach?" "Is white bread harmful?" "Shall one become a meat-eater or a vegetarian?" "Does strenuous exercise injure the heart?" "Is it all right to drink water with meals?" These and other questions are answered by this authority. In addition, much superstition and quackery are so ridiculed that the reader is forced to think through some of these matters.

In conclusion the author offers this constructive thought: "If, foodless and matchless, John Doe would some day walk through the woods, upon tiring sit by a stream to straighten out his cockeyed thinking, then when hungry pass up hamburger stands and taverns and turn homeward to a plain wholesome dinner, and after helping with the dishes play with the kids or otherwise occupy himself with socially constructive work, he might be surprised with himself."

A most stimulating and challenging article!

SALVAGE THE CRAYON STUBS! "Make and Mend" Column. *Recreation*, February 1943, 36:622, 644.

Waste not, want not. "Next time you unearth a collection of stubby little crayonends, restrain your normal impulse to toss them into the wastebasket. They're still useful and worthy of salvage.

"Seemingly useless wax crayons can be used as stain or paint for wood; they will also produce blended marble paper or multi-colored pictures on cloth. One of their main advantages is the ease with which they are used by young

children. The would-be artists feel more at home with crayons than with paints, mainly because they don't spill or splash."

Suggestions are offered for the making of colored building blocks; for the making of liquid paints for coloring toys and blocks; for making marble paper so often used for scrap book covers and for making cloth pictures which can even be laundered, if necessary, and then placed in a frame to beautify the room.

TEACHERS EXPERIMENT IN SPEECH CORRECTION PROGRAM. By Lucile Cypresen.

Curriculum Journal, February 1943, 14:80-82.

Speech help for the teacher. The literature is filled with accounts of speech experts but seldom is reference made to the teacher who is confronted every day with the speech problems of young children. The speech clinic operated at the University of Nebraska during the summer has had the two-fold purpose of teacher training and child development. "It is obvious that experienced clinicians would have secured quicker results than practicing teachers, but in such a case these teachers would not have gained the experience needed."

Excellent results were obtained in the summer clinic by the practicing teachers. It is therefore expected "that these teachers will return to their teaching positions fortified with information as to corrective methods to be used in dealing with the speech problems of their schools. The children who were helped in the speech clinic will no doubt hereafter be able to make better adjustments to the speech situations that arise."

SCHOOL GARDENING FOR THE ELEMENTARY SCHOOL IN WARTIME. By Paul R. Young. *The National Elementary Principal*, February 1943, 22:114-115.

Gardening, an educational experience. The value of gardening in wartime is unquestioned. However, when the war is over this is one wartime activity that should be continued, for the educational reasons will be as potent as ever.

Research...

ABSTRACTS

TEACHING READING TO SLOW-LEARNING PUPILS. By Arthur I. Gates and Miriam C. Pritchard. New York: Teachers College, Columbia University. 1942. Pp. 65.

In 1936, the Speyer School in New York City was organized as an experimental school for the purpose of trying out new methods and materials in the education of slow-learning pupils. The children in the so-called Binet classes had I.Q.'s between 70 and 95. The social and economic background of the children was definitely inferior. Many of the pupils were maladjusted as well as underprivileged.

The experimental curriculum is described as an activity or topical unit or project program, in which the pupils engaged in a series of enterprises believed to be of intrinsic value. The skills were taught as needed in the promotion of such enterprises and in ways considered valuable to such pupils and relevant to their purposes at the time. Teaching of the skills was not merely incidental, however, but was pre-arranged and systematic in character. The following types of activity were stressed much more than in the typical New York City school: excursions, with subsequent follow-up activities such as related reading and opportunities for self-expression in construction and art experiences; use of motion and sound-motion pictures; still-picture photography; construction of models, displays, friezes and other large scale illustrations; discussions with specialists who were visited or invited to the classroom.

Some of the chief differences in the Speyer School program from the traditional were as follows: Classes were smaller, permitting the teacher to gain a good understanding of each child's needs and interests and to win his confidence and cooperation. Teachers remained with their pupils a longer time. Teachers and pupils were less restricted by rigid course of study requirements, and were free to take trips, call upon outside speakers, use visual aids, and take time to give expression in many media to their growing knowledge and insight. There

was a greater feeling of ease in the classroom; there was no attempt to push children beyond the level of their ability.

The bulletin reports two studies. One involved the reading achievement of six classes of slow-learning pupils during a period of three and one-half years. Frequent tests of reading ability showed that during the experimental period reading age equaled or slightly exceeded the mental age of the pupils. The other study was a comparative one involving one Speyer class and an equivalent group in another New York City school, matched as to all essential factors. In reading ability the Speyer pupils were at least equal, and probably somewhat superior, to the control group. The Speyer boys and girls read more widely, reporting 1.7 books to each book reported by the control pupils, and seemed to read with more enjoyment.

The authors conclude, in the light of all information available, that the Speyer School program produced better achievement of reading abilities and interests than the typical curriculum in which more time and emphasis are given to the teaching of reading as the principal tool of learning. They believe that the Speyer teachers developed more satisfied and well-rounded learners than would have resulted from more constant and exclusive pressure upon reading.

A PRELIMINARY SURVEY OF INTERESTS AND PREFERENCES OF PRIMARY CHILDREN IN MOTION PICTURES, COMIC STRIPS, AND RADIO PROGRAMS AS RELATED TO GRADE, SEX, AND INTELLIGENCE DIFFERENCES. By Iona Young. Kansas State Teachers College of Emporia. *Bulletin of Information*, Vol. 22, No. 9. September, 1942. *Studies in Education*, No. 26.

A rather detailed inquiry was conducted into the interests and habits of 68 boys and 49 girls who constituted the entire enrollment in grades one, two, and three of a teachers college laboratory school. Each child was given a personal in-

terview of 15 minutes by the experimenter who recorded the responses on a prepared blank.

Of the three types of amusements, 72 per cent said they preferred motion pictures to the other two, 19 per cent expressed a choice for radio programs, and only 9 per cent named reading of comics as first choice. The majority of third graders, however, listed radio as first choice.

The boys expressed a strong preference for the western type of film as first choice, with adventure second, and the cartoon third. The girls' first choice was the cartoon, with the western a close second, and the juvenile film third choice. Gene Autrey was chosen as the favorite actor and Shirley Temple as favorite actress. The boys were much less interested in actresses than the girls.

Only one child out of the total of 117 said he did not read or look at comic strips. The boys chose Dick Tracy as their favorite strip, with Blondie a weak second, and Superman a still weaker third choice. The girls chose Blondie as first, with Gasoline Alley a fairly strong second,

and Dick Tracy as third choice. Girls were less interested than boys in the adventure serial type of comic strip, but liked better the strips with girls as leading characters. Very few children expressed interest in Superman, Smilin' Jack and Scorchy Smith. Many expressed dislike for Little Orphan Annie, and several a distaste for the Gumps. The younger children preferred strips portraying humor in home situations, while in grades two and three the preference was for the adventures involved in the detection of criminals.

On the radio, children's programs ranked first in the choice of both sexes, the boys' first choice being the Lone Ranger, with Jack Armstrong and Gene Autrey tied for second place. The girls' first choice was Henry Aldrich, with Little Orphan Annie second. Both girls and boys gave second preference to drama and third choice to variety programs including humor. The boys' favorite comedian was Edgar Bergen with Charlie McCarthy, while the girls preferred Baby Snooks. The girls also like Shirley Temple's drama program.

The Kite

By Leah Ain Globe

Up, kite, soar
To the top of the sky
Where even the clouds
Are afraid to pass by.
Find out where the stars
Are sleeping by day,
And where the rain-barrels
Are hidden away;
And how the round loaf
Of a moon is tied
To keep her from rolling
Off, over the side.

Fly, kite, fly
To the edge of the land
Where the good fairy dwells
With her magical wand.
Is a giant as big
As the story-books tell?
Do the elves live in caves?
Look about you! Look well!
And whatever you see
To the tiniest thing,
Let me know by a tug
At our telegraph string.

News . . .

HERE AND THERE

New A.C.E. Branches

Association for Nursery Education of Southern California
Middle Pinellas Association for Childhood Education, Florida
Alpena Association for Childhood Education, Michigan
Mills School Association for Childhood Education, New York, New York
Clackamas County Association for Childhood Education, Oregon
Denison Association for Childhood Education, Texas
Milwaukee County Association for Childhood Education, Wisconsin

A.C.E. Community Conventions

The March issue of *CHILDHOOD EDUCATION* carried the announcement that the Association for Childhood Education would not hold its 1943 Annual Meeting at St. Louis, April 2-5, as planned, thus giving complete cooperation to the Office of Defense Transportation.

The next step of the Executive Board was to provide ways through which Branches and voting members could participate in the formulation of the policies and plans of action that would guide the Association and the Branches during the coming two years. It was also necessary to provide for the election of officers. The answer seemed to be "A.C.E. Community Conventions."

These A.C.E. Community Conventions will be meetings called by A.C.E. groups in cities, counties, sections, or in educational institutions where there are A.C.E. Branches. To them the Branches will invite individuals and representatives of other groups working for children, for the purpose of discussing the problems of today as they affect children and of planning and working toward solutions of these problems. The theme will be "Children in Wartime and Afterward."

The February issue of the *Branch Exchange*, mailed to Branch officers and to individual voting members of the general Association, carried details of the plan for A.C.E. Community Conventions to be held between May 1 and 15. Two benefits to be derived from these gather-

ings stand out as especially important: (1) the opportunity that is offered for every Branch to participate in Association affairs (heretofore only those Branches sending delegates to the annual meeting could do so); (2) the coming together of representatives of all community groups interested in the welfare and education of children to initiate activities that will be of direct benefit to children of their communities.

If you are a Branch member and have not heard from your president about A.C.E. Community Conventions, please talk with her about the possibilities of such a meeting for your group. Perhaps her mail has gone astray and she has not received the February *Branch Exchange*. Additional copies of this issue are available at A.C.E. Headquarters, 1201 Sixteenth Street, N.W., Washington, D.C.

A.C.E. Regional Conferences

Announcement was made in the March *CHILDHOOD EDUCATION* of regional conferences to be held in four of the six A.C.E. convention regions. Since that time two other conferences have been arranged.

The California A.C.E., Neva Hollister, president, 4669 Madison Avenue, Fresno, will sponsor the Pacific Coast regional meeting to be held at the University of California at Los Angeles, on dates to be announced.

The Illinois A.C.E., Julia Mason, president, 401 South Illinois Street, Belleville, will sponsor the Great Lakes regional meeting to be held at the University of Chicago, July 9-12.

Gift From Patty Smith Hill Fund

The Executive Board of the Association for Childhood Education announces a gift of \$2500 to the Association by Patty Smith Hill, Professor Emeritus of Education of Teachers College, Columbia University. The gift, from the Patty Smith Hill Fund, is to be used for specific purposes, namely:

A \$1000 scholarship to a student of promise for the improvement of her professional scholarship and professional services.

A \$1000 scholarship to a student gifted in research in the preschool and primary field.

A fund of \$500 for expenses incurred in the supervision of the work of these students and for travel materials for the students.

The Patty Smith Hill Fund of \$7000 was presented to Miss Hill in 1927, at a banquet in celebration of her fortieth anniversary of service in education, by her former students, her colleagues, and her friends. At Miss Hill's request the fund was taken over by the trustees of Teachers College as a gift in trust, with the understanding that Miss Hill could draw from it annual sums "for emergencies in the protection and education of young children." How the fund has been used is best described in a letter from Miss Hill to the trustees of Teachers College:

As the years passed I have had the satisfaction of being able to draw upon this fund for amounts large and small, as emergencies arose in child care and parental guidance, upon many occasions when no other source of financial help was available. In the financial depression of the early thirties, when hundreds of families in the depressed areas back of Teachers College were without work and in dire need of the necessities of life, I was so fortunate as to secure ample federal funds and a grant from the New York Foundation for the support of four nursery schools reaching over one hundred of the youngest children and their parents in this low economic group. After several years, as the two grants ran low, I was able to secure from my own fund the sum of five hundred dollars to provide heat for the beautiful building given rent-free by the Board of Trustees of the Jewish Theological Seminary.

Another five hundred dollars was drawn from the fund for the establishment and furnishings for a beautiful social room, greatly needed by the students of Teachers College registered in the department which I served at that time.

The largest sum, two thousand dollars, was given for a farm of one hundred five acres and a large old farmhouse for the use of the families in the depressed areas around Teachers College. This was placed under the direction of this group, which they themselves christened under the rather cumbersome name, "The Community Association for Cooperative Education." The name, though unwieldy, proved itself an apt one, as this organization of people in a low economic level is still making good after the five years of experiment in their parent-directed, non-profit-making family farm or camp, coming out each year not only free from debt but with a small surplus to start the next summer's work. One small building had to be added later as the number of families using the farm increased, for which a second sum of about seven hundred dollars was granted.

As the long years of the depression continued, small sums from the fund were granted several times to such organizations as the Child Study Association of America, in each case to tide over a financial crisis.

Because of the rare wisdom of the trustees of Teachers College in investing this fund during the past fifteen years, and in spite of frequent withdrawals of sums large and small as crises have arisen, this fund, known to the trustees as "The Patty Smith Hill Fund,"

has frequently, and to my amazement, come back so far more than the original gift presented to me in 1927, at this date approximating the sum of ten thousand dollars.

For more than half a century the Association for Childhood Education, a national organization for nursery school, kindergarten and primary teachers, in which and for which I have worked throughout its entire career, has proved itself to be the one steadfast, unfaltering guardian of the youngest children in our educational system. . . . After studying all institutions including the education of children from two to eight years of age, and after due consideration and conferences with the Executive Board of the Association for Childhood Education, and with the Dean of Teachers College, I am convinced of the fact that this is the most permanent and widely experienced group of people in child care in this country. As a result of all these considerations it would give me a deep sense of satisfaction if this body of practical workers, now in the field, could gradually take over full responsibility for the immediate and future use of this fund for children, in the present alarming emergencies which are increasing daily under war conditions. Child crime as we all know is growing by leaps and bounds in all countries and will be more and more evident here as both parents go into war service.

At the invitation of Miss Hill and the Executive Board of the Association for Childhood Education, Agnes Snyder, instructor in social studies at Mills School and Adelphi College, New York City, will supervise the work carried on under these grants.

The scholarship for "the improvement of professional scholarship and professional services" has been bestowed on Esther Johnston, a graduate of Carnegie Institute of Technology, Pittsburgh, Pennsylvania. Miss Johnston is enrolled as a graduate student in the New York School of Social Work and her field work for the course will be done under this scholarship. Her special project, to be known as "The Manhattanville Nursery School Community Child Service," will be the coordination of resources of the area in providing after-school care for children of working mothers. She will have student assistants from various schools and colleges.

The recipient of the scholarship for research in the preschool and primary field has not yet been selected. The name of this student will be announced in a later edition of CHILDHOOD EDUCATION.

The Association for Childhood Education deeply appreciates the confidence that Miss Hill has placed in it and the opportunity afforded to follow closely these two projects in the field of childhood education. Reports of progress will be brought to the readers of CHILDHOOD EDUCATION from time to time.

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Gifts to Historical Collection

Mary C. Shute of Roxbury, Massachusetts, has presented to the Association, for its permanent collection of historical materials, a copy of *Froebel's Mother Play*, by Susan E. Blow. It is an autographed copy given by Miss Blow to Laura Fisher Taussig in 1895, and presented by her to Miss Shute in 1926. The gift was made to the Association on the one hundredth anniversary of the book's publication.

Another valued gift recently received is *Finger Plays*, by Emilie Pousson. This book was presented to the Association by Elsie Metz of Philadelphia, Pennsylvania.

Changes

Harold Anderson, Associate Professor of Psychology, University of Illinois, Urbana, is spending a sabbatical year in research work at the Institute of Child Welfare, University of California, Berkeley.

New A.C.E. Bulletins

Learning to Speak Effectively, the second Membership Service Bulletin of the Association for Childhood Education for 1943, is now available. It deals with the types of speech defects commonly met in the classroom, stresses the need for early correction, and suggests to the teacher ways in which she and the child's parents can help him overcome his handicap. The bulletin was mailed March 10 to presidents, secretaries, and publications representatives of A.C.E. Branches, and to contributing members. Others may purchase it from Association headquarters, 1201 Sixteenth Street, N.W., Washington, D.C. Pages, 32. Price, 35c. (See page 383.)

At its last meeting the Executive Board of the Association for Childhood Education discussed the bibliography published annually for several years as *Selected List of Ten-Cent Books*, and later enlarged to include fifteen-cent books. It was decided that a further enlargement would be desirable and the result is the 1943 edition, compiled by Dorothy Cadwallader and published under the title, *Children's Books—Fifty Cents and Less*. Order from A.C.E. Headquarters. Pages, 00. Price, 25c. (See page 383.)

Federal Aid to Education

To aid you in your study of and action on Senate Bill S.637 on federal aid for public education, write to the National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C., for two free leaflets: "The Federal Government Must Aid the Public Schools" and "The Education of Our Children Is In Serious Danger."

Child Manpower—1943

In a recent bulletin of the National Child Labor Committee, *Child Manpower—1943*, are found these statements:

The Children's Bureau, charged with the enforcement of child labor provisions of the Wages and Hours Act (which set a sixteen-year age minimum for employment in industries engaged in interstate commerce), reports that violations during the year ending June 30, 1942, were more than double the number for the previous year. "The reports of the child labor inspectors during the spring and summer of 1942 bear a disquieting resemblance to the findings of a generation ago, when it was common to find large numbers of young children working long hours under unhealthful conditions." More than four thousand minors were found illegally employed.

Not only must strong efforts be made to secure compliance with the sixteen-year age minimum for employment during school hours in those states where it now exists, but the very fact that children are seeking work in increasing numbers and that there are jobs available for them, makes it imperative to redouble efforts to secure this standard in other states. This is one step that cannot be postponed until "after the war."

It is obvious that a child attending school should not also undertake a job requiring several hours daily or work at night. For school students, the main job is education, in wartime as in peacetime. What is actually happening is that very young children are taking on jobs—in states with good child labor laws as well as in those which do not regulate employment outside of school hours; many of them are carrying what amounts to a full-time job in addition to their school program; they are working late at night, and often in occupations or places unsuitable for their age.

Copies of the bulletin may be secured from the National Child Labor Committee, 419 Fourth Avenue, New York, N.Y. Price 10c.

Legislative News

New developments in Federal legislation for children are:

A request from the Children's Bureau for \$1,200,000 to provide, through the states, emergency maternity and infant care for wives and children of enlisted men has been approved by both the House and the Senate and the bill has been signed by the President. The week following passage of the bill state and territorial health officers met with staff members of the Children's Bureau to make plans for expansion of the program with the new funds available.

A request from the Office of Defense Health and Welfare Services for \$2,973,000 to finance a program for caring for children of working mothers has been referred to the Senate Committee on Education and Labor, with instructions to hold hearings on the proposal. Known as S. 876, the request is designated, "To provide for the wartime care and protection of the children of employed mothers." Evidence submitted by the War Manpower Commission and by education and welfare officials seems to show that at least 350,000 children of working mothers need care immediately.

During vacation periods all-day programs will be particularly important.

Education for Child Care Service

In the March 1 issue of *Education for Victory*, biweekly publication of the U. S. Office of Education, the following account is found:

Wellesley College will give a course entitled "Education for Child-Care Service," during the second semester this year. As a preface to the course students are receiving practical training during the ten-week winter vacation period of the college by working in settlement houses, day nurseries, and other child centers. In Boston, New York, Philadelphia, Minneapolis, Baltimore, Cincinnati, Birmingham, and Colorado Springs some seventy Wellesley undergraduates are doing this closely supervised practice work supplemented by individual conferences, group discussions, and field trips. Those who satisfactorily complete the course and training will qualify for certification by the Massachusetts Committee on Public Safety for work with children in emergency centers.

The project, which is part of a government plan to protect children, was worked out by the department of education at Wellesley in collaboration with Abigail Eliot, head of the Nursery Training School of Boston and chairman of the Massachusetts Advisory Committee on Child-Care Training; Katharine Taylor, director of the Shady Hill School in Cambridge, and Ruth Washburn, consultant in child development to several schools in the Boston area. It is felt, according to the college statement, that nowhere is there a better opportunity for college women to be of service in this country now and in the post-war reconstruction period in Europe and China. "So invaluable does Madame Chiang Kai-shek, Wellesley graduate, consider this type of training that she has instructed all Chinese students to take a course in child care."

Sources of Materials

From Helen K. Mackintosh of the U. S. Office of Education, Federal Security Agency, comes this information on sources of Pan American materials:

A 16 mm. film entitled *Rubber Gatherers* presents a unit of work carried on in the fourth grade at the University of California at Los Angeles. Since this is a silent film it is accompanied by a brief descriptive statement of explanation. A copy of this film is available from the U. S. Office of Education for transportation charges only.

(Continued on page 384)



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Through the courtesy of Mr. and Mrs. Eliot O'Hara the matted exhibit of twenty-five paintings under the title, "The Hemisphere in Water Color," is still available, for transportation costs, to demonstration centers having gallery space. Requests for information should give possible dates for use of the exhibit and should be addressed to Miss Mackintosh.

During the summer of 1942, Lincoln School of Teachers College, Columbia University, New York City, published a unit entitled *South of the Rio Grande—An Experiment in International Understanding*. This publication presents an undertaking by two sixth grades as reported by their teachers in cooperation with special teachers in the school. Copies may be purchased from Lincoln School. Price, 75c.

A number of booklets have been prepared by the Pan American Union in cooperation with the Office of the Coordinator of Inter-American Affairs. These are 1942 publications which may be purchased at a cost of five cents each from the Pan American Union, Washington, D. C.

The Snake Farm at Butantan Brazil. By Lorainne Williams Garrett and J. Hal Connor.

The Pan American Union. By Mae Galarza and B. Mae Small.

The Incas. By Delia Goetz.

Jose De San Martin. By Kathleen Wade.

The Pan American Highway. By Catherine Cate Coblenz.

The Panama Canal. By Ruth Winter Cameron and J. Isabella Dodds.

Francisco Pizarro. By Tom Galt.

The Araucanians. By Edmundo Lassalle.

The Guano Islands. By Mae Galarza.

Cabeza de Vaca's Great Journey. Prepared with the cooperation of J. Frank Dobie.

Britain's Children Farmers

The British Supply Council in North America reports on food-growing activities of children:

Almost every school in the United Kingdom, whether rural or urban, grows some of its own food, in some cases in sufficient quantity to sell it to the general public, in others only enough to take care of the school's own requirements. In certain schools horticultural and agricultural instruction have always been part of the curriculum and the war effort of these schools has consisted of increasing the productivity of their land.

One senior school with a large garden also rents five acres of land for agricultural purposes. When we broke out it decided to turn the garden over entirely to food production. Today, where flowers once grew, cabbages, carrots, and beets flourish. On the lawns there are rabbit hutches; the "Lily Pond Quadrangle," once the home of frogs, tortoises, and snakes, now contains ducks which are raised for eating.

Schools situated in the country organize blackberry-picking parties which have given much valuable help by picking and selling the fruit to local preserving centers. Herb-gathering parties are also popular. Women's institutes advise the schools on which herbs are needed and when they should be picked. Through this herb-gathering the medical supplies of the nation have been considerably enlarged.

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